UNIVERSITY OF
SOUTH CAROLINA
AIKEN

2018-2019

Undergraduate & Graduate Programs Bulletin

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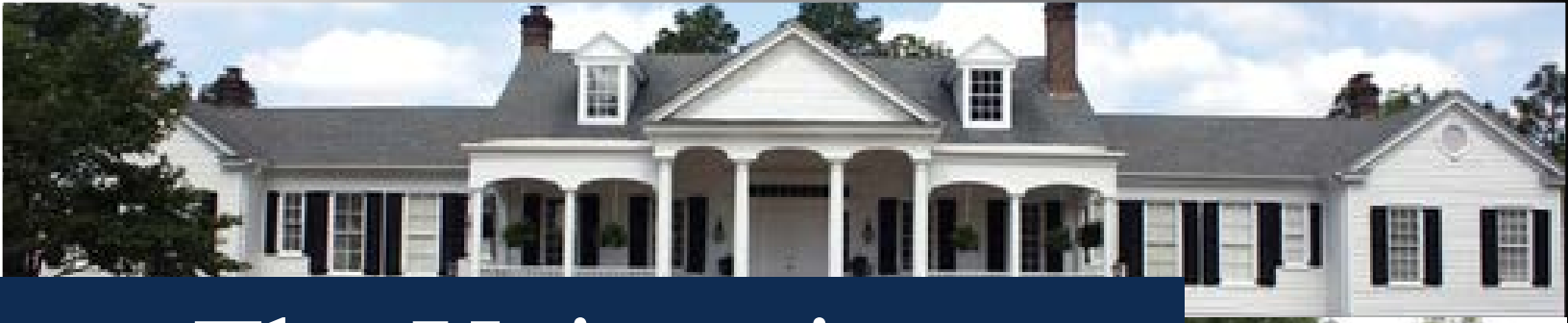
Policies, procedures, requirements, and descriptions contained in this bulletin are subject to change without notice and may be obtained via consultation with the Office of the Executive Vice Chancellor for Academic Affairs and Provost.

The University of South Carolina Aiken does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, genetics, sexual orientation, or veteran status. The University of South Carolina Aiken has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located at 1600 Hampton Street, Columbia, SC; telephone 803-777-3854.

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

Any person who feels they qualify for special accommodations due to physical, learning or psychological disability should contact the Office of Disability Services at (803) 641-3609 for a free, confidential interview.

Produced by the USC Aiken Office of the Registrar



The University

The University

Mission Statement

The University of South Carolina Aiken is a comprehensive institution that offers undergraduate and graduate degrees in the arts, humanities, social sciences, natural sciences, and professional disciplines. All programs of study are grounded in a strong liberal arts and sciences curriculum.

USC Aiken is distinguished by its commitment to transformative teaching made possible through high impact learning practices, undergraduate research, small classes, and individual attention. The University encourages excellence in research and creative pursuits and prepares students for success by challenging them to think critically and creatively, to communicate effectively, to learn independently, and to acquire breadth and depth of interdisciplinary knowledge.

USC Aiken attracts students from South Carolina, the United States, and the world to form a diverse community of individuals engaged in educational experiences and services necessary for the pursuit of meaningful work in an enlightened, inclusive, and economically vibrant society. A progressive hub for innovation, collaboration, and creativity, USC Aiken contributes to the visual and performing arts, intercollegiate athletics, continuing and distance education, educational outreach, and leadership.

USC System

As a comprehensive institution within the University of South Carolina System, the University of South Carolina Aiken combines the advantages of a smaller institution focused on individual learning with the resources of a major university system.

Academic Community Values Statement

1. Character

   We value integrity, honesty, and accountability. We encourage initiative and take pride in hard work and accomplishment.

2. Citizenship

   We value the rights and responsibilities associated with membership in a community. We embrace efforts to work for the common good and opportunities to enrich the lives of all community members.

3. Curiosity

   We value and embrace life-long learning and inquisitive pursuits. To that end, we endeavor to impart knowledge, skills, and wisdom in a high-quality learning environment.

4. Collegiality

   We value a nurturing community where people support one another, embrace diversity, and encourage mutual respect.

History

Building partnerships has been the cornerstone of the University of South Carolina Aiken since its inception in 1961. It was then that the citizens of the Aiken community voiced the need for a local institution of higher education. In a true demonstration of grass roots politics, the community rallied to show their support for a college to be founded in the area. Through state legislation, a governing board was formed, the Aiken County Commission for Higher Education, which continues to oversee the University's mission.

The University of South Carolina, the state's flagship university which was founded in Columbia in 1801, began offering courses in Aiken for students interested in completing their degrees in Columbia. USC Aiken became the fourth campus founded of the eight that would eventually comprise the USC System. Three full-time faculty members, a secretary, and 139 students joined for the university's first academic semester in September 1961. Classes took place in "Banksia," a former winter-colony mansion in downtown Aiken. For 11 years, the university's first students attended college in a structure which was developed as living quarters, studying composition in an area which was once a ballroom, and algebra in a former sitting room.

Over the years, the student population grew and the need for a new physical location for campus arose. USC Aiken purchased property from the Graniteville Company and moved from Banksia to its present site in 1972. One multipurpose building was constructed, which was later named the Robert E. Penland Administration Building. This building's open courtyard features one of the campus' most notable landmarks, the Double Knot sculpture by artist Charles Perry, which symbolizes the University's close ties with the local community. At the time, most assumed that this would be the only building ever needed for the campus; however, the University grew to occupy more than 20 buildings and athletics facilities in the years that followed.

As a natural next step, USC Aiken began to seek autonomy in the USC system so students could begin and complete their degrees in Aiken. In 1977, the University was fully accredited as a senior college by the Commission on Colleges of the Southern Associate of Colleges and Schools and granted its first baccalaureate degrees. Master's degree programs began being offered on campus in 1994; and at present, the campus offers more than 45 degrees and programs to students.

The institution began forming a limited number of sports teams as part of the NAIA in the 1960s. USC Aiken student-athletes adopted the Pacers as their mascot, named for Aiken's well-known status as an equestrian community. In 1990, USC Aiken achieved NCAA Division II status and became a charter member of the highly-competitive Peach Belt Conference. Today, Pacer Athletics hosts 11 varsity men's and women's sports teams, including the three-time national champion men's golf team.

Since 1961, five leaders have navigated the University's path. Mr. Chris Sharp (1961-1962), Mr. Bill Casper (1963-1983), Dr. Robert Alexander (1983-2000), Dr. Thomas Hallman (2000-2012), and Dr. Sandra Jordan (2012-present) have overseen the campus as it has grown from a commuter institution to a more traditional, residentially-based campus. More than 3,200 students attend the University, and approximately 500 students graduate each year. USC Aiken embodies its commitment to students by providing many of the offerings of a large university on a small, friendly campus with intimate class sizes and personal attention. The commitment to continuing partnerships is woven into the fabric of the campus' culture.

Accreditation

The University of South Carolina Aiken is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. As part of the accreditation process, the institution is encouraged to provide a method by which the general public and academic community can file a formal complaint when they believe accreditation standards are not being maintained. Anyone can provide the accrediting agency with written testimony or file a formal complaint following the procedures detailed at the Commission on Colleges web site (http://www.sacscoc.org) or by directly contacting the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia,30033-4097, phone number 404-679-4500. In addition to this comprehensive program, several programs are accredited by their respective professional bodies.

All business degree programs at the University of South Carolina Aiken are accredited by the Association to Advance Collegiate Schools of Business (AACSB), 777 South Harbour Island Boulevard, Suite 750 Tampa, Florida 33602.

The teacher education programs at the University of South Carolina Aiken are accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street, N.W., Washington, SD 20036 (http://caepnet.org/).

The Bachelor of Science in Nursing degree at the University of South Carolina Aiken is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791 (http://www.aacn.nche.edu/ccne-accreditation).

The Bachelor of Arts degree in Music Education is accredited by the National Association of Schools of Music (NASM) 11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248 (http://nasm.arts-accredit.org/).

The Master of Science degree in Applied Clinical Psychology at the University of South Carolina Aiken is accredited by the Master in Psychology and Counseling Accreditation Council (MPCAC), PO Box 721173, Norman, OK 73070.

The University of South Carolina

Mission Statement

The primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1801, the University of South Carolina system is the largest institution of higher education in the state, serving more than 41,000 students from its flagship Columbia campus, three senior campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina is a public institution offering degree programs at the associate's, bachelor's, master's, and doctoral levels. Through the primary method of classroom and laboratory instruction and through a secondary method of distance education delivered via the Internet, teleconference and electronic media, degree programs are offered in the following areas: arts and sciences; education; engineering and computing; hospitality, retail, and sport management; mass communications and information studies; music; public health; and social work, and in professional programs such as business, law, medicine, nursing, and pharmacy.

With a flagship campus recognized by the Carnegie Foundation as a top research and service institution and nationally ranked in start-up businesses, and an eight-campus system that confers nearly 40% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the University has a profound relevance, reach, and impact on the people of the state. The University of South Carolina provides all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, service, and artistic creation.

Academic Support Services

Gregg-Graniteville Library

The Gregg-Graniteville Library of the University of South Carolina Aiken strives to provide the academic community with the information required for intellectual, professional, and personal development. The Library also strives to serve as an information resource for the University's geographical service area.

The faculty, support staff, and collections of the Gregg-Graniteville Library comprise an integral part of USC Aiken's instructional program. The two- story, 40,000+ square- foot building houses an extensive book, periodical, and microform collection. A wide variety of web-based resources are available. The USC Aiken Library also serves as an official depository for federal and state documents and as the Department of Energy's Public Reading Room collection. The Library is fully automated and patrons are afforded the opportunity to access information in a variety of formats.

Instructional Services

The mission of the Instructional Services Center is to provide the faculty, staff, and students with effective audio-visual services, including delivery and pick-up in all USC Aiken buildings, to provide media materials production in support of classroom instruction to meet educational requirements, and to provide and to maintain telecommunications/satellite transmission services campus-wide, to provide assistance and audio-visual services to outside organizations using USC Aiken facilities as part of the University's community and public service mission.

Computer Services Division

The mission of the Computer Services Division (CSD) at USC Aiken is to provide students, faculty, and staff with the computing, networking, and voice communication tools necessary to support the academic and administrative goals of the University. The University of South Carolina Aiken and CSD are committed to providing a reliable, state-of-the-art campus computing environment.

USC Aiken's primary student computing resource lab is located in the Business and Education Building Suite 238. This area contains an open Windows and Macintosh computer lab and dedicated Macintosh and Windows classrooms. During fall and spring semesters, CSD Help Desk Personnel staff this area from 8:00 a.m. until 9:00 p.m. on Monday through Thursday and from 8:00 a.m. until 5:00 p.m. on Friday. During the summer, assistance is available from 8:00 a.m. until 5:00 p.m. Monday through Friday. Students have access to these facilities and most computing resources 24 hours a day, 7 days a week.

All academic computing is supported in the Windows and Macintosh environments.

Network and wireless services are provided through USC Aiken's state-of-the-art Cisco network providing 100 megabit connections to the desktop, gigabit connectivity between buildings, access to the entire University of South Carolina network and the Internet. CSD manages several Windows servers providing the campus community with electronic mail, network printing, file sharing, and network applications. More information about CSD and the services it provides can be found at *http://www.usca.edu/csd.*

The Etherredge Center

The Etherredge Center, USC Aiken's center for the fine and performing arts, fulfills the University mission by providing a first-class facility and the support services of a professional staff to accommodate a variety of cultural activities held in the center.

In partnership with the University and greater Aiken Communities, the center supports the University's outreach mission by providing K-12 grade students with a variety of cultural performances including dance, theatre, and music. The Etherredge Center also offers programming designed to educate and encourage students to develop an appreciation for the visual and performing arts and programs to fulfill the cultural entertainment needs of both the external and campus community.

Thanks to the generosity of Cecil and Virginia Etherredge, the building it-

self houses two theatres: a 687 seat proscenium theatre and the O'Connell, a 100-seat thrust theatre as well as an art gallery and classrooms and offices for the Department of the Visual and Performing Arts. University programs presented in the facility include the USC Aiken Cultural Series, the University Concert Choir, Masterworks Chorale, Faculty Artist Recitals, and USC Aiken/Aiken Community Band performances. It is also home to the University Theatre and Playground Playhouse.

Ruth Patrick Science Education Center

The motto of the Ruth Patrick Science Education Center (RPSEC) is "Infusing a Love for Science, Technology, Engineering and Mathematics (STEM)." The RPSEC is a cooperative effort between the University of South Carolina Aiken, business, industry, the South Carolina Department of Education, and schools in the Central Savannah River Area of South Carolina and Georgia. The RPSEC challenges the present and inspires the future to effect systemic change in STEM education. Its hands-on approach to teaching endeavors to help people experience the beauty, the order, and the power of STEM, as well as the interest and fun of discovery.

In order to promote lifelong learning and empower individuals to make informed decisions, the RPSEC provides services to students, educators, and the public. The RPSEC staff uses research-based methods and materials, models effective instruction, and influences the quality of STEM education for students, teachers, and the public.

The RPSEC offers educational institutes, courses, and workshops for pre-service and pre-K-12 in-service teachers that are designed both to enhance their knowledge of STEM and to sharpen their teaching skills. Programs are also offered for K-12 students and their families to encourage greater interest in STEM. The RPSEC emphasizes innovative, hands-on approaches that are intended to excite and encourage students and teachers as they learn the content. The RPSEC draws upon the expertise of professional educators, engineers, and scientists from colleges, industries, and schools throughout the Central Savannah River Area to provide its services.

USC Small Business Development Center

The Small Business Development Center provides management assistance to small business through an office on the Aiken Campus. As a part of the SBDC Consortium for South Carolina, USC Aiken faculty meet with small business persons on a one-to-one basis to analyze problems and provide advice. Consultants include SBDC staff and USC Aiken faculty. Typical services include assistance in business planning, loan package preparation, feasibility studies, and financial analysis.

Child Care

The USC Aiken Children's Center is located on the south side of the campus and offers child care for faculty, staff, and students and the community for a reasonable fee. It is licensed by the State of South Carolina and employs qualified teachers and students of the University. The Center is nationally accredited. The Center is open twelve months a year. Full-time care is available for children ages six weeks through five years. The Children's Center not only provides quality child care but also serves as a training and research site for the USC Aiken School of Education's Early Childhood Education degree program.

University Officials and Personnel

Board of Trustees

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Toney J. Lister, 7th Judicial Circuit
Miles Loadholt, 2nd Judicial Circuit
Leah Bess Moody, 16th Judicial Circuit
Tommy D. Preston, Jr., My Carolina Alumni Association, *Ex Officio*
C. Dorn Smith, III, M.D., 3rd Judicial Circuit
Molly M. Spearman, State Superintendent of Education, *Ex Officio*
Eugene P. Warr, Jr., 4th Judicial Circuit, *Chairman Emeritus*
Thad H. Westbrook, 11th Judicial Circuit
Mack I. Whittle, Jr., 13th Judicial Circuit
Charles H. Williams, II, 1st Judicial Circuit
J. Canty Heath, Jr., *Secretary*

President of the University

Harris Pastides, Ph.D.

Aiken County Commission for Higher Education

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Teresa H. Hass, Vice Chair
Charles H. Marvin IV, Secretary/Treasurer
Nancy W. Busbee
Clarence G Jackson
Sallye W. Rich
Timothy W. Simmons
Toy "Lee" Wetherington, Jr.
A. Sean Alford, Superintendent of Aiken County Public Schools, *Ex Officio*
Carlos F. Garcia, *Ex Officio*
Sandra J. Jordan, Chancellor, *Ex Officio*
Daren J. Timmons, Interim Executive Vice Chancellor/Provost, *Ex Officio*

Chancellor

Sandra J. Jordan, Chancellor;
Ph.D., University of Georgia, 1990

Chancellor's Cabinet

Daren J. Timmons, Interim Executive Vice Chancellor for Academic Affairs, Provost;
Ph.D., Texas A&M University, 1999
Mary Driscoll, Vice Chancellor for University Advancement;
B.A., St. Bonaventure University, 1979
Ernest M. Pringle, Vice Chancellor for Information Technology/CIO;
M.P.A., University of South Carolina, 2004
C. Cameron Reagin, Vice Chancellor of Finance and Administration;
M.B.A, C.P.A., Georgia Southern University, 1995
Ahmed Samaha, Interim Vice Chancellor for Student Life and Services;
M.Ed., University of Georgia, 1994
Nicole N. Spensley, Director of Institutional Effectiveness, Research and Compliance;
M.S., Augusta University, 2007

Academic Affairs

Judy A. Beck, Dean, School of Education;
Ph.D., University of Toledo, 1997
Tony D. Carter, Director of Financial Aid;
M.A., Appalachian State University, 1997
Michael Fekula, Dean of the School of Business Administration;
Ph.D., Pennsylvania State University, 1994
Corey Feraldi, Director of Career Services;
M.S., State University of New York College at Buffalo, 1995
P. Brock Gilliam, Registrar;
M.S., High Point University, 2009
Andrew H. Hendrix, Director of Admissions;
B.A., Winthrop University, 1994
Mark S. Hollingsworth, Dean of the College of Arts, Humanities, and Social Sciences;
D.M.A., University of North Texas, 1989
Chad L. Leverette, Interim Dean of the College of Science and Engineering, Director of Sponsored Research, Professor;
Ph.D., University of Georgia, 2000
Timothy Lintner, Assistant Vice Chancellor for Academic Affairs, Director of The Center for Teaching Excellence, Professor;
Ph.D., University of California-Los Angeles, 1998
Rodney E. Lippard, Director of the Center for Student Achievement;
M.L.I.S., University of North Carolina Greensboro, 1995
Thayer McGahee, Dean, School of Nursing;
Ph.D., University of South Carolina, 1998
Robert A. Murphy, Director, Office of Veteran and Military Student Success;
M.B.A., University of South Carolina, 2016
Veronica Outlaw, Director, Office of Distance Learning;
Ph.D., University of Alabama, 2014
Michelle A. Petrie, Director of the Honors Program;
Ph.D., University of Georgia-Athens, 2004
Daniel J. Robb, Associate Vice Chancellor for Enrollment Management;
M.B.A., University of Massachusetts Boston, 1997
Gary J. Senn, Director, Professor, Ruth Patrick Science Education Center;
Ph.D., Florida Institute of Technology, 1992
Stacie L. Williams, Director of Successful Transitions and Readiness (STAR) Programs,
Ph.D., University of South Carolina, 2010

Finance and Administration

Richard Clark, Physical Plant Manager
Kenneth Clay, JaniKing, General Manager of Custodial Services
Kevin L. Crawford, Controller;
Ph.D., University of Phoenix, 2006
Karen Edgington, Executive Director;
B.B.A., Colorado Mesa University, 1994.
Leonard E. Engel, Environmental Health and Safety Manager;
M.S., New York Institute of Technology- Old Westbury, 1989
Brian Enter, Senior University Facilities Executive. P.E.;
B.S., University of South Carolina, 2001
Carla F. Hayes, Human Resources Director;
M.Ed., University of South Carolina, 2004

Jeffrey J. Jenik, Executive Director of Campus Auxiliary & Support Services;
B.S., Johnson and Wales University, 1988
Kevin Liles, Chief of Police;
M.P.A., Walden University, 2001
Joshua L. Smalls, Director of the Convocation Center;
B.S., North Carolina State University, 2005
J.J. Tramontana, ARAMARK's General Manager for Dining Services
Serena Whittikki, Pacer Shoppe Director;
B.A., Armstrong State University, 2011
Lynn Williams, Director of the Children's Center;
B.S., Lander University, 1987

Computer Services

Keith Pierce, Director of Instructional Services;
B.A., Faulkner University, 1990
Chris Spires, Director of Help Desk and Client Services;
B.S.,Western Governors University, 2010
Joanne Williamson, Director of Network Systems;
B.S.B.A., University of South Carolina Aiken, 2001

Library

Natalia Taylor Bowdoin, Library Collections Coordinator;
M.A., University of Arizona, 1995; M.L.S., Indiana University, 2000
Brandy R. Horne, Reference Librarian;
M.L.I.S., Valdosta State University, 2010
Kathy J. Karn-Carmichael, Documents Librarian;
M.L.S., Indiana University-Purdue University Indianapolis, 2010
Rodney E. Lippard, Director of the Library;
M.L.I.S., University of North Carolina Greensboro, 1995
Deborah D. Tritt, Instruction/Reference Librarian;
M.L.I.S., University of South Carolina, 2006; M.S.I.T., Nova Southeastern University, 2010
Kari D. Weaver, Library Instruction Coordinator;
M.L.I.S., University of Rhode Island, 2008

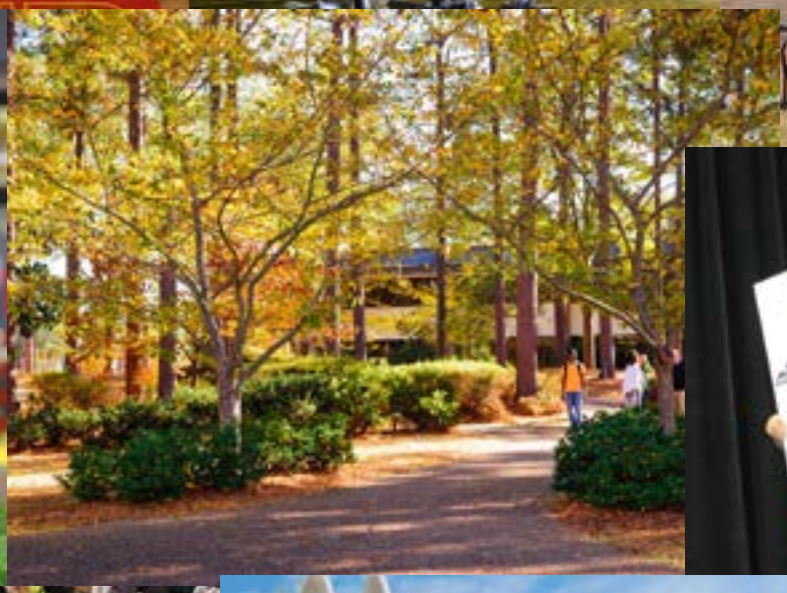
Student Life and Services

Elizabeth M. Dille, Director of International Programs;
M.A., Shippensburg University of Pennsylvania, 2009
Cynthia B. Gelinas, Director of Counseling, Student Health and Disability Services;
M.S.W., Florida State University, 1999
James Herlihy, Athletic Director;
M.S.S.M, University of Alabama, 2010
Mila Padgett, Director of Campus Recreation and Wellness;
M.S., University of Southern Mississippi, 1995
Deri Wills, Director of Assessment and Special Projects;
M.S., University of Central Arkansas, 1990
Vacant, Director of Housing;
Vacant, Assistant Vice Chancellor for Student Life;

University Advancement

Robin F. Callicott, Director of Major Gifts;
B.A., University of South Carolina, 1982
Mary Driscoll, Vice Chancellor for University Advancement;
B.A., St. Bonaventure University, 1979
Randy R. Duckett, Director of Alumni Relations and the Annual Fund;
M.A., University of South Carolina, 1984
Judith Blackwell Goodwin, CFRE, Development Officer;
B.M., Furman University, 1976
James R. Raby, Director of Marketing and Communications;
M.A., University of New Orleans, 1985

Admission



Admission

The Office of Admissions recruits students, evaluates applications for undergraduate and graduate degree programs, and represents the institution to external constituencies. The office also works with internal constituencies to administer various policies such as South Carolina residency, international student admissions, and National Collegiate Athletic Association (NCAA) admissions compliance.

Applicants must complete appropriate admission forms and submit them with required credentials, such as the application for admission, official high school and/or college transcripts, and standardized test scores to the Office of Admissions. Students should apply online at www.usca.edu.

Applicants must apply for and take the SAT or ACT college entrance examinations well in advance of the term for which they seek admission. The applicant is responsible for having the results of all entrance examinations sent to the Office of Admissions.

Applicants over the age of 21 may not be required to submit entrance examination results. However, the applicant must submit other credentials which **provide evidence of reasonable academic potential**. Scores from college entrance examinations will be required in the absence of satisfactory credentials or evidence of academic potential.

A one-time, non-refundable $45.00 application processing fee is required of all applicants and must accompany the online application.

Applications submitted more than one year in advance of the anticipated date of enrollment will be acknowledged, but no action will be taken until admission standards for the year in question have been established. The number of students admitted and enrolled in any year will be determined by the capacity of the institution to provide for the educational and other needs of the students and by budgetary or other appropriate considerations. Admissions policies and procedures are subject to continuous review and may be changed without notice.

DEADLINE: The priority deadline for Fall admission is December 1st of the previous year.

Categories Of Admission

Freshman Admission

To be eligible to be considered for admission, freshman students must meet minimum standards of standardized test scores, class rank, course selection, and high school Grade Point Average.

Students should prepare for the challenges USC Aiken will present by taking strong academic courses in high school, with core academic courses taken on the college-prep, honors, or higher level. Information is available at www.usca.edu/admissions. Exceptions may be made for students from out-of-state who have not completed these courses, as long as they have completed a college-prep curriculum as defined by their state.

Provisional Admission

The University may offer a provisional admission to students who demonstrate academic potential but do not meet requirements for regular admission. The First PACE program is an academic invitation-only program and provides an avenue for students provisionally admitted to earn regular admission after successful completion of First PACE requirements. Program requirements are specified in the letter of acceptance and can be reviewed at www.usca.edu/star/first-pace/ .

Readmission

Students who discontinue their enrollment during a fall or spring semester must apply for readmission to return to USC Aiken at a later term. Students who attend a spring semester and do not attend the following summer terms are not required to apply for readmission for the following fall semester. A $10.00 application fee is required of readmit students.

Readmission to the University and to the program in which the student was previously enrolled is not automatic. An interview may be requested and some basis for a favorable decision may be required.

A student who leaves the University in good standing, misses one or more major semesters, and attends another institution while away must submit the application for readmission and official transcripts of all college-level work attempted during his/her absence from the University. Such applicants must meet the same requirements as transfer students.

A student who leaves the University by suspension must apply for readmission upon completion of the period of suspension and qualify for readmission to the major program requested. See the "Academic Regulations" section of this bulletin for additional information.

Transfer Admission

An applicant who, having graduated from high school, has attended another college-level institution and attempted one or more courses, is a transfer student, regardless of credit earned. If fewer than 24 semester hours (or 36 quarter hours) of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Transfer applicants for admission must submit:

1. Completed application forms;
2. $45.00 non-refundable application processing fee;
3. Complete official transcripts through the time of application from all colleges/universities attended; these to be supplemented by final transcripts to reflect complete academic work prior to beginning classes at the University;
4. Complete high school records including entrance exam results if less than 24 semester hours have been attempted at a college or university;
5. Course-by-course transcript evaluation by a National Association of Credential Evaluation Services (NACES)-affiliated agency (www.naces.org) for any college coursework attempted outside of the United States.

To be considered for admission, transfer students are required to have a minimum 2.0 cumulative GPA (on a 4.0 GPA scale) in all previous college-level course work. In addition, they **must be in good standing and eligible to return to the institution last attended**. Students must request and submit *official* transcripts from each previous academic institution. (Hand delivered transcripts will be considered unofficial.) **The applicant must submit transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the University.**

Assessment of Academic Records

In addition to the general requirements for transfer admission outlined in this section, the Schools of Business Administration, Education, and Nursing, along with the Exercise and Sports Science program set additional requirements that are higher than the University's minimum standards. Initial admission to the University does not guarantee admission to these schools or programs. For more specific information concerning entrance requirements for individual schools and departments, contact the appropriate school or program.

Schools and Departments within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses.

As a general rule, credits earned in courses that fall in one or more of the following categories are not acceptable in transfer to USC Aiken:

1. Courses that are occupational or technical in nature;
2. Courses that are essentially remedial in nature;
3. Courses from a two-year institution which are considered upper-

division or upper-level at the University;

4. Courses from a two-year institution that are not listed as part of that institution's college parallel program.

Transfer credit will not be accepted for courses the equivalent of which a student has been enrolled in previously at the University, unless the academic work presented for transfer represents a minimum of a full year of resident work at the other institution. Similarly, a student cannot receive credit for a course taken at the University if he/she has received transfer credit for an equivalent course previously taken at another institution.

USC Aiken will *not* accept transfer credit for non-USC courses in which the student made a grade of D+ or lower.

Evaluation of Transfer Credits

Applicants for admission with advanced standing, having completed all admission procedures and requirements, will be given a statement of credits accepted by transfer to the University. Each course will be evaluated by the appropriate department chair/school dean to determine whether to award credit. The number of credits acceptable to the University and the number which may apply toward a particular degree may differ. Students must refer to their degree audit to determine how many of those hours have been applied to their major at USC Aiken.

Original records may be required and evaluated for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at USC Aiken. Typically, only undergraduate courses taken at a regionally accredited institution of higher education which are comparable in content and credit hours to specific courses offered by USC Aiken and in which grades of "C" or higher have been earned will be accepted for transfer. (State-wide policies concerning transfer credit can be found on page 38.) It is permissible for credit from a graduate level course to be used for an undergraduate waiver of a requirement if it is carefully examined and approved by the appropriate department head/dean. This waiver will only be granted on a case by case basis for exceptional circumstances.

Evaluation of transfer credit awarded and the application of that credit to a degree program are valid only at the time the evaluation is conducted and may not apply if the student elects to change curriculum, major, degree, or university. Transfer credit awarded to a student who has been absent from the University for more than 36 months must be re-evaluated according to the standards in effect at the time the student is readmitted. Advisors and students are urged to use Degree Works to review the application of transfer credit.

Students who need additional information about a transcript evaluation or who wish to appeal an evaluation should contact the Office of the Registrar. Information about earning course credit through challenge or CLEP examinations may be obtained from the Office of the Registrar.

First PACE

The Promoting Academic Commitment and Excellence (First PACE) Program at USC Aiken guides first-year students in developing and strengthening their academic skills, while providing opportunities to cultivate meaningful relationships with other students, faculty, and staff. First PACE is a learning community offered during the fall and spring semesters. Students enrolled in First PACE have access to a specially-trained academic advisor, faculty, mentors, and tutors who work with students to develop their educational plans. The Office of Admissions reviews all applicants for general admission to the University. Those who present standardized test scores, high school GPAs, or high school class rankings slightly below regular admissions standards may be considered for a First PACE invitation.

Pacer Pathway Program

The Pacer Pathway Program is an invitation-only, one-year residential program offered jointly by the University of South Carolina Aiken and the University of South Carolina Union. The Pathway provides first-time college students with structure and comprehensive support from both institutions; it offers affordability, access, academic support, and the eventual opportunity to enroll at USC Aiken. Pacer Pathway students enjoy great benefits while working to meet USC Aiken admissions requirements. Students will live on campus at USC Aiken while completing their first year of courses through USC Union. All residences, courses, and activities are on the Aiken campus; and Pathway students will have full access to all the benefits of being a USC Aiken student. After successful completion of the first year (30 credits), Pacer Pathway students will be eligible to transfer seamlessly to USC Aiken as a fully admitted student.

Change of Campus

To be admitted to the USC Aiken campus, change of campus students must submit an application via Self Service Carolina, be in good academic standing at the original campus of attendance, as well as maintaining a minimum 2.0 cumulative GPA (on a 4.0 scale). Those students who have attempted fewer than 24 hours of nondevelopmental course work must also meet freshman admission requirements.

Non-Traditional Students

Non-traditional students at USC Aiken are typically students who are 25 years of age or older. Non-traditional students may also be students who do not attend college the semester after they graduate from high school, who transfer directly from another college to USC Aiken, or who have been employed for two years or more.

Admissions Requirements for Non-Traditional Students: Non-traditional students must submit the same credentials as other students, (high school and college transcripts), with the exception (if over the age of 21) of not submitting SAT or ACT results. However, students without SAT or ACT scores, must submit other credentials which provide evidence of reasonable academic potential.

Awarding Academic Credit to Non-Traditional Students: Students may validate the knowledge they have gained through work or public service experiences by submitting the results of CLEP subject exams, taking USC Aiken challenge exams (exams, portfolios, etc.), or submitting documents indicating educational experiences in the military. Appropriate scores, which have been established by the University, will result in credit being awarded for work and/or public service experience. USC Aiken policy also states that a maximum of 30 semester hours of non-traditional credit may be applied to a baccalaureate degree.

Palmetto College

Students applying for admission to USC Aiken via Palmetto College will be required to meet either transfer, readmission, or change-of-campus requirements. Given the program is an online degree completion program, close coordination with the USC Aiken Palmetto College advisor will be key. For more information, please call (803) 641- 3595.

International Student Admission

All international students applying for admission to an undergraduate degree program must complete an international student application, attach a $100 application fee, and submit it to the Office of Admissions at USC Aiken. All international students must submit bank statements or certified statements for financial ability to provide $28,410.00 (amount subject to change) or more for twelve (12) months' total expenses. This is required before the I-20 certificate of eligibility can be signed.

Due to the complexities of evaluating international applications, along with problems associated with postage and traveling, international students **must submit an application at least six months prior to the semester the student wishes to enter**.

International Freshmen applicants

In addition to the application and fee indicated above, freshmen applicants from foreign countries are required to submit:

- Official copies of secondary school (high school) transcripts, certificates, and/or scores, including certified English translations of all transcripts;
- Proof of English proficiency for applicants for whom English is not their language of everyday use. This proficiency may be demonstrated in one of the following ways:
  - TOEFL (Test of English as a Foreign Language) score of 550 or higher on the paper-based version (PBT) or 80 on the internet-based version (iBT);
  - IELTS (International English Language Testing System score of 6.0 or higher with no sub score lower than 5.0;

• PTE Academic (Pearson Test of English) score of 53 or higher.

Students who score between 500-549 on the PBT version or 61-79 on the iBT version of the TOEFL, or 5.0-5.5 on the IELTS (no sub score lower than 5.0), or 42-52 on the PTE Academic, may be admitted but must take English 110 (ESOL Conversational English) and/or English 111 (ESOL Reading and Writing), in their first semester at the University.

International Transfer applicants

International students who are applying for admission and have attempted one or more courses at post-secondary institutions are considered to be transfer students, and must meet the transfer student requirements outlined on page 6 of the USC Aiken bulletin under Transfer Admission. If the applicant has completed fewer than 24 semester hours of college-level work, he/she must meet both transfer **and** freshman entrance requirements. In addition to the application and fee, the international transfer student must submit:

- Complete official transcripts of college-level courses through the time of application; these are to be supplemented by final transcripts to reflect complete academic work prior to beginning classes at the University. Transfer students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service affiliated with the National Association of Credential Evaluation Services (NACES - www.naces.org). This "course by course" evaluation must be forwarded directly to the USC Aiken Office of Admissions from the evaluation service. Costs associated with using these services are the responsibility of the student. Students will not be considered for admissions until this evaluation is received.
- Proof of English proficiency for applicants for whom English is not their language of everyday use. This proficiency may be demonstrated in one of the following ways:
  - TOEFL (Test of English as a Foreign Language) score or 550 or higher on the paper-based version (PBT) or 80 on the paper-based (PBT) version or internet-based version(iBT);
  - IELTS (International English Language Testing System score of 6.0 or higher with no sub score lower than 5.0;
  - PTE Academic (Pearson Test of English) score of 53 or higher.

Students who score between 500-549 on the PBT version or 61-79 on the iBT version of the TOEFL, or 5.0-5.5 on the IELTS (no sub score lower than 5.0), or 42-52 on the PTE Academic, may be admitted but must take English 110 (ESOL Conversational English) and/or English 111 (ESOL Reading and Writing), in their first semester at the University.

If the applicant has attempted fewer than 24 semester hours of college-level work, the following must also be submitted:

- Official copies of secondary school (high school) transcripts, certificates, and/or scores including certified English translations of all transcripts.

The Director of Admissions reserves the right to request other information which may be necessary to evaluate the application. The English proficiency requirement will be waived for a transfer student if the student has completed the equivalent of USC Aiken's English 101 and 102 courses with a C or better at an accredited post secondary institution in the US. If the student has only completed English 101 with a C, he/she will be required to take English 111 in their first semester at the University.

Requirement for Bilingual Speakers

Students whose native language is other than English are exempt, without credit, from USC Aiken's languages requirement if they have a minimum score of 500 on the TOEFL PBT, 61 TOEGL iBT, 5.5 IELTS, or 47 PTE Academic. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

All exemptions must be approved by the Chair of the Department of Languages, Literatures, and Cultures and the department chair/dean of the student's degree program.

The Department of Languages, Literatures, and Cultures encourages exempt students to use electives to pursue other language and cultural studies.

Graduate Admissions and Programs

The mission of graduate programs at the University of South Carolina Aiken is to promote high academic standards and best practices, embrace new and emerging technologies, and provide current and relevant excellence in graduate education. USC Aiken graduate programs are designed to give qualified individuals professional competence in specialized disciplines and trains scholars, research specialists, teachers, and experts in various professions.

The University offers the Master of Education, Master of Science, and Master of Business Administration degrees. Admission to these programs is competitive and the process is begun by completing the online application at http://web.usca.edu/apply. All programs do not admit students for all semesters; you should refer to the individual graduate program in order to find deadlines and requirements. While there are some variations in requirements for each program, typically, you will required to complete the following:

- Online application and fee
- Official transcripts of all college work completed
- Test scores (GRE or GMAT)
- Statement of Intent
- Letters of Recommendation
- Resume

There are additional requirements for international students which included transcript evaluations, English language proficiency scores, and other immigration documentation.

For information on specific graduate programs offered at USC Aiken, please refer to page 165, 166, and 167.

Admission of Non-Degree Students

Applicants who wish to attend the University for one semester or on some limited basis may be approved to do so upon submitting an application and application fee. The Office of Admissions reserves the right to determine the proper category of admission and to determine what credentials may be required. **Applicants who have been officially denied admission are not eligible as non-degree students.**

Dual Enrollment is a program offered by the University of South Carolina Aiken to high school juniors and seniors. It provides an opportunity for students who are capable of meeting an increased challenge to earn college credit by taking courses offered by the university while still enrolled in high school. To be considered for this program, students must submit: an application for dual enrollment, high school transcripts, SAT/PSAT or ACT scores, a letter of approval from parent or guardian, a letter of approval from high school principal or guidance counselor.

Student Eligibility

- Student must be a junior or senior in high school.
- Students must score at least 1020 on the SAT or PSAT or 21 on the ACT.
- Students must submit a high school transcript and rank in the top 25% of their high school class or show a 3.5+ GPA on the SC UGP scale.
- Students must submit approval from their high school (Principal or Guidance Counselor signature).
- Students must submit approval from parent or guardian (signature).
- Students must avoid courses which are offered by the students' high school
- Students must meet the prerequisites of any USC Aiken course before enrolling in that course.

Students admitted to this program will be enrolled in regular college courses in general subject areas chosen in consultation with the student so as to complement their high school program. Students who are successful in their first course(s) may be able to continue their enrollment in this program during subsequent terms.

Early Admission. Under exceptional circumstances, a high school student wishing to leave high school prior to graduation and enroll full-time at

USC Aiken may apply to this program. The student must demonstrate both academic and social skills needed for college. To be considered for this program, the student must submit:

- An admissions application and application fee;
- A cover letter requesting admission;
- A letter of approval from parent or guardian;
- A letter of comment from his/her principal;
- High school transcripts;
- Achievement and PSAT or SAT scores if available.

Non-Degree students are those wishing to take course(s) for personal enrichment or professional enhancement. Entrance exams, transcripts, and recommendations are generally not required. Students admitted in this classification may *not* earn more than 30 semester hours of credit and *must* be admitted as regular, degree-seeking students before credits may be validated and applied toward any USC degree. **Applicants who have been officially denied admission as degree seeking students are not eligible as non-degree students**. Non-degree students are subject to all standard University regulations.

Auditing. A person may audit courses of his/her choice at USC Aiken. A person desiring to audit courses must apply as a special student. Auditing is granted on a space-available basis only. An admission application and the application fee must be submitted. **Once audited, a course may not be taken for credit.** See Registration in the "Academic Regulations" section of this bulletin for further information.

Transient. Admission to undergraduate courses for one semester or two summer terms may be granted to students from other colleges and universities who are certified to be in good academic standing and whose program of study at USC Aiken has been approved by their academic dean or registrar. . Such students must also provide evidence that they have met the prerequisite of any USC Aiken course which requires them.

Unclassified Students. Students who hold a baccalaureate degree may be admitted to undergraduate credit courses upon submission of an application and transcript showing graduation with a bachelor's degree from a college or university, or a copy of their diploma. This category is designed for those students not desiring to attend graduate school but seeking instead credits for teacher accreditation and similar purposes.

The period of enrollment in these categories is limited by either time or number of allowable credits. Non-degree students are not eligible for financial aid or housing during the fall or spring terms.

Special Students. Those persons not meeting the above criteria for admission may petition for special consideration and may do so by request through the USC Aiken Office of Admissions. The right of personal interview and appeal is available (also see Right of Petition on page 29). Students wishing to petition for admission must meet the following deadlines:

Fall Semester	—	August 1st;
Spring Semester	—	December 1st;
Summer I Session	—	May 1st,
Summer II Session	—	June 1st.

For information on academic advisement for non-degree students, see Academic Advisement on page 32

Admission of Senior Citizens

South Carolina state law (59-111-320) authorizes USCA to permit legal residents of South Carolina at least sixty years of age to attend classes without the payment of tuition, **on a space available basis**, provided that such persons meet admission and other standards deemed appropriate by the University, and do not receive compensation as full-time employees. Senior citizens interested in registering for classes should contact the Office of the Registrar for directions and assistance. (Application fee, books, supplies, parking decals, and other fees are not covered by this law and will be the responsibility of the senior citizen).

Citizenship Verification

USCA students must present proof of citizenship or lawful presence in the U.S. before enrolling in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Students who are not verified as citizens during the federal financial aid application (FAFSA) process must present proof of citizenship. Verification of immigration status for non-citizens will be conducted by International student officials.

Immunization Requirements

All students born after December 31, 1956 must furnish proof of receiving two doses of measles (rubeola), mumps, and rubella (German measles), known as the MMR vaccine on or after their 1st birthday prior to registration. Proof of Immunity requests documentation of one of the following:

1. Receiving two MMR vaccines (shots) after January 1, 1968 and on or after 1st birthday (Initial vaccination acceptable no earlier than 4 days before the first birthday), OR
2. Positive serum titers (blood antibodies) to measles, mumps, and rubella (German measles). Positive serum titers must have been performed within the last 5 years and a copy of the lab results sent to confirm results.

Freshman who live on campus must also comply with the housing requirement regarding the meningococcal meningitis vaccine. For additional information, please visit the following website : web.usca.edu/es/immunization/index.dot.

The following vaccines are ***strongly recommended*** for all students but are not mandatory: Meningococcal, Hepatitis B, Varicella (if no prior history of chicken pox), and Tdap (tetanus/diphtheria/acellular pertussis. Pertussis is also known as 'whooping cough'.)

International Students additional requirement:

International Students should have a tuberculosis screening if they are not from the following countries:

Canada, Jamaica, Saint Kitts and Nevis, Saint Lucia, USA Virgin Islands (USA), Belgium, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, Norway, San Marino, Sweden, Switzerland, United Kingdom, American Samoa, Australia, or New Zealand.

Additional Credit

College Board Advanced Placement (AP) Examinations

The University of South Carolina Aiken supports the College Board's Advanced Placement Program, which allows high school students the opportunity to pursue college level courses in their own schools and to be taught the material by their own teachers. After completion of the AP courses, students take the appropriate AP test to determine their level of achievement. For college credit to be awarded, a student must have official score reports from the College Board sent directly to the Office of Admissions at USC Aiken.

In accordance with policies established by the South Carolina Commission on Higher Education, USC Aiken will award credit for AP scores of three or higher, unless evidence is presented for good cause not to do so. In addition, the S.C. Commission on Higher Education has issued the following policies:

Because of the major overlap in course content between the two English AP exams, the awarding of AP credit in English should be treated separately from that of other disciplines as follows:

1. If a student receives a score of "3" or "4" on either English AP exam, credit would be awarded for English 101 or its equivalent (three credits);

2. If a student receives a score of "3" or "4" on both English AP exams, or a "3" on one and a "4" on the other, credit would be awarded for English 101 and 102 or their equivalents (six credits);

3. If a student receives a score of "5" on either or on both English AP exams, credit would be awarded for English 101 and 102 or their equivalent (six credits).

For additional information concerning the awarding of AP credit, contact the

USC Aiken Office of Admissions.

International Baccalaureate (IB) Policy

The University of South Carolina Aiken recognizes the academic challenge inherent in the IB Program and encourages students who have completed the IB diploma to apply. IB graduates who score well (4-7) on their *Higher Level* exams will be awarded college credit as determined by the academic departments. No credit is awarded for subjects passed at the Subsidiary level of IB, nor for scores below 4 on the higher level exams. IB credit is awarded for IB *Higher-Level* examination scores in the following areas: English A1, Biology, Business and Organization, Chemistry, Computing Studies, Economics, Foreign Languages, Geography, History, Mathematics, Music, Physics, Psychology, Social Anthropology. To receive credit, the student must have the official examination results sent to the Office of the Registrar, USC Aiken, Aiken, SC, 29801.

For additional information concerning the awarding of IB credit, contact the USC Aiken Office of the Registrar.

College Level Examination Program (CLEP)

For more information see College Level Examination Program (CLEP) under "Academic Regulations" on page 37.

Credit by Examination (Challenge Exam)

For more information see Credit by Examination under "Academic Regulations" on page 36.

Credit Granted for Educational Experiences in the Military

USCA recognizes the educational experiences and training that members of the armed forces receive during their time of enlistment. Academic credit may be awarded for educational experiences in the military if they are in accordance with recommendations published by the American Council on Education (ACE) and are consistent with University policy on transfer of credit. Credit will be evaluated by the appropriate department chair/school dean to determine whether to award credit. Credit awarded for educational experience in the military may be extremely limited and may not be applicable in certain degree programs.

For additional information concerning the awarding of credit for military training, contact the USC Aiken Office of Admissions.

Academic Common Market

A cooperative tuition-reduction agreement among 14 Southern Regional Education Board states is in place to allow students to take academic programs not available in their state.

USC Aiken has one program recognized by the Academic Common Market, the Bachelor of Science degree with a major in Industrial Mathematics.

If interested in this program, students must be admitted to USC Aiken as a degree-seeking student. Then contact your state coordinator for additional information.

Placement Examinations

The purpose of the mathematics placement test is to assess each student's ability in mathematics and help place her/him in the proper initial mathematics course. The test is required for all incoming students who plan to enroll in Math A108 (Applied College Algebra) or above. Students who have scored a 3, 4, or 5 on the Educational Testing Service Calculus Advanced Placement (AP) Exam will not need to take the mathematics placement test.

The mathematics placement test is for **initial** placement only. Students who have completed a mathematics course at USC Aiken (regardless of the letter grade earned) **cannot** later take the math placement test in an attempt to place into a higher level course or to exempt a prerequisite. Students who wish to get credit for a mathematics course through testing should take the CLEP exam for the desired course.

Transfer Students:

- Transfer students who have already earned a baccalaureate degree from an accredited college do not have to take the placement test.
- Transfer students who receive transfer credit for MATH A104 or higher (excluding MATH A170, MATH A221 and A222) do not take the placement test and may proceed to the next required mathematics course for their major or the next mathematics course for which they have the required prerequisite. Courses that transfer as statistics courses with the prefix STAT do not qualify as mathematics courses for placement purposes.
- Transfer students who have not received transfer credit for MATH A104 or above (excluding MATH A170, MATH A221 and MATH A222) must take the placement test.

For additional information regarding the mathematics placement test, contact the Department of Mathematics and Computer Science.

Placement in Languages, Literatures and Cultures (French, German, Italian, Latin and Spanish)

- Students beginning to study a new language enroll in A101.
- Students enrolling in a second language that they have previously studied (whether in high school or college) will be placed at the appropriate level based on previous second-language courses and grades. Each student's advisement folder will contain written information that specifies the level of the language in which they have been placed.
- Students who place in A210 or in any of the second language courses above A210 that are listed below and pass the course with a grade of C or better will have fulfilled USCA's second language requirement. Students who transfer courses equivalent to A210 or those listed below will have fulfilled USCA's second language requirement. Credit will be assigned only for the course the student passed or transferred with a C or better.

  FREN: A300, A301, A302, A303, A305, A306, A307

  GERM A300, A301, A303, A305

  SPAN: A303, A308, A316, A317, A318, A319, A320, A321, A340, A426, A488

Chart 1.

High School Course Prerequisites for Freshmen who graduated from high school 1988-2000

Area	Units	
English	4:	At least two units having strong grammar and composition components; at least one unit in English literature; and at least one unit in American literature
Mathematics	3:	These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II); Algebra II, and Geometry. A fourth unit is strongly recommended. (i.e., precalculus, calculus, statistics, or discrete mathematics.)
Laboratory Science	2:	At least one unit each of two laboratory sciences chosen from biology, chemistry or physics. A third unit of laboratory science is strongly recommended for prospective science, mathematics and engineering students.
Foreign Language	2:	Two units of the same foreign language.
Social Sciences	3:	One unit of US History is required; a half unit of Economics and a half unit in Government are strongly recommended.
Electives	1:	One credit of advanced math or other computer science, or combination of these; or, one unit of world history, world geography or Western civilization.
Physical Education or ROTC	1:	

Chart 2.

High School Course Prerequisites for Freshmen who graduated from high school in 2001 and beyond

Area	College Prep Units	
English	4:	At least two units having strong grammar and composition components; at least one unit in English literature; and at least one unit in American literature
Mathematics	4:	These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II); Algebra II, and Geometry. It is strongly recommended that the fourth unit be a higher-level mathematics course. (i.e., precalculus, calculus, statistics, or discrete mathematics.)
Laboratory Science	3:	Two units must be taken in two different fields and selected from biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry or physics) or from advanced environmental science with laboratory or marine biology with laboratory for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement.
Foreign Language	2:	Two units of the same foreign language.
Social Sciences	3:	One unit of US History is required; a half unit of Economics and a half unit in Government are strongly recommended.
Electives	4:	Four college preparatory units must be taken from three different fields selected from among Computer Science, English, Fine Arts, Foreign Languages, Humanities, Lab Science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite), Mathematices above the level of Algebra II, and Social Sciences. It is strongly recommended that one unit be in Computer Science which includes programming (not just keyboarding) and one unit in Fine Arts (appreciation of, history, or performance).
Physical Education or ROTC	1:	

Please visit www.usca.edu/admissions for details.

Student Life and Support Services

Student Life and Support Services

Student Life

The Student Activities Center is the focal point of campus life—providing comfortable lounge facilities, a cafeteria, Starbucks, and meeting and work areas for student organizations. There are more than 60 active organizations and the University encourages and fosters many co-curricular activities and organizations that are designed to complement and enhance the academic and social life of its students.

Athletics

With the goals of both athletic and academic excellence, the Athletic Department at USC Aiken is a well-rounded intercollegiate program. USC Aiken is committed to fielding competitive athletic teams which are comprised of academically qualified student athletes. USC Aiken holds membership in the NCAA Division II and is a charter member of the Peach Belt Conference (PBC). The PBC— consisting of Augusta University, Clayton State University, Columbus State University, Georgia College, Georgia Southwestern State University, Lander University, Francis Marion University, University of North Carolina at Pembroke, University of North Georgia, Flagler University, Young Harris College, and USC Aiken— has conference championships in fifteen different sports. The "Pacers" compete on a conference, state, and national level in eleven different sports. These sports are volleyball, men's and women's soccer, women's cross-country, men's and women's basketball, softball, golf, baseball, and men's and women's tennis.

Facilities are also a plus. The Roberto Hernandez Baseball Stadium is state of the art. The 3500 seat Convocation Center is among the finest in the Southeast. All tennis courts have recently been renovated. The Pacers also have lighted soccer and softball fields. The Department's newest addition, Pacer Path, an on-campus cross country course, opened in 2009.

Leadership Programs

The Emerging Leaders class (ASUP A110) is an eleven-week leadership training program designed especially for students interested in developing their leadership potential. The class teaches students leadership behavior skills, enhances personal development, introduces student to key campus personnel and other student leaders, and helps build confidence in students for participating in future leadership positions. During the class, topics covered include, but are not limited to leadership styles, community service, power and authority, ethical dilemmas, cultural diversity awareness, personality types, and stress/time management. The class includes a weekend retreat and an invitation to participate in various other leadership training and service programs sponsored by the Office of Student Involvement. The class is a two-credit course.

The Citizen Leadership class (ASUP A210) is a two credit course which focuses on applying leadership theory to active service learning experiences. Students will look at citizenship from a variety of perspectives and reflect on their roles as leaders and citizens.

The Leadership Exchange course (ASUP A310) is a two-credit course offering a unique opportunity for USC Aiken upperclassmen to enhance their leadership skills by learning about an important issue facing our country and how committed citizens can help make a difference. Participants will be selected based on their application and will participate in a leadership exchange program with another country. Selected students will travel to that university for four days, and then host students from the university to our Aiken community.

The College to Career course (ASUP A410) is a one-credit course offering USC Aiken upperclassmen the opportunity to prepare for the work force by learning how to translate their experiences as USC Aiken into employable skills and talents.

The Leadership USC Aiken certificate program is an unique program cosponsored by the Career Services Office and the Office of Student Life. We believe strongly in preparing our graduates to be ready to transition into the world of work and becoming active citizens in their communities. Through a variety of academic classes, workshops, and learning opportunities, students gain a competitive edge as they enter a complex and competitive society.

For more information on Leadership Programs, contact the Assistant Vice Chancellor of Student Life, 641-3411, ahmeds@usca.edu.

Pacer Union Board

Pacer **U**nion **B**oard (PUB) provides an opportunity for USC Aiken students to become involved in campus life by providing quality entertainment and programs for the campus community. The Pacer Union Board utilizes a special event planning structure. Each special event is coordinated by a student who is responsible for program development and implementation. Everyone is encouraged to become active in originating and executing activities for the campus through the USC Aiken Pacer Union Board committees. Participating in PUB will provide students the opportunity to develop new friendships, have a voice in campus programming, and enhance the leadership skills that they already possess in addition to developing new ones.

Student Government

Involvement in Student Government is one of the most valuable learning experiences that a student may have. It provides the student the opportunity to participate in the decision-making process at USC Aiken. Through SGA, the student can acquire and cultivate leadership skills in the legislative process.

The students at USC Aiken have a constitution governing their Student Government Association. All students are encouraged to read this constitution and to run for the various offices created by it, thereby becoming more involved in campus affairs. Since Student Government is no more effective than the enthusiasm and dedication of the students who participate in it, individual involvement is very important and students are encouraged to seek elected positions. Campus-wide elections are held once during each academic year to fill SGA seats vacated on a rotating basis.

Student Media

Student Media at USC Aiken is comprised of *Pacer Times* (news organization) and *Broken Ink* (literary and arts magazine). Both are operated by students, offering valuable experience for all interested students, regardless of major. Students can also gain experience in sales, as student advertising representatives working for *Pacer Times*.

Student Organizations

The numerous campus clubs and organizations include a variety of special interest groups, service groups, social groups such as fraternities and sororities, religiously oriented groups, Student Government, Pacer Union Board, and Student Media. A men's and women's athletics program and an intramurals/recreation program round out the exciting student life oportunities on the USC Aiken campus.

USC Aiken Board of Publications

Created in 1986, the Board of Publications (Media Board) is composed of three faculty members and four students who allocate student activities funds to the student publications which come under the board's cognizance. These are *Pacer Times* (news organization), and *Broken Ink* (literary and arts magazine). The Board is the governing body for these media and sets high journalism standards in keeping with sound ethics.

Campus Recreation and Wellness

The mission of Campus Recreation and Wellness is to connect, educate, and inspire the campus community to lead a balanced healthy lifestyle through

exceptional facilities, programs and services. This area consists of the Wellness Center, Natatorium, Intramurals and Club Sports.

The Wellness Center seeks to provide safe, well-equipped facilities and trained, caring staff to the campus and Aiken Community. Located in the lower level of Business and Education Building, the Center is open seven days a week, housing a cardiovascular and strength training area, an aerobics room, an exercise testing laboratory, an educational room and locker room facilities.

The Natatorium is adjoining the Student Activities Center. The pool is open seven days a week for lifeguard-supervised activities including lap swimming, water aerobics, recreational activities, and pool party rentals. A competitive swim league also trains at the Natatorium. Locker room facilities are available.

Intramurals consists of competitive and noncompetitive activities that students can engage in to stay physically active. The program is designed to offer a variety of challenging and enjoyable activities to every member of the student body. Activities include vigorous team sports such as flag football, soccer, volleyball and basketball; competitive individual events such as table tennis and pool tournaments; and non-competitive recreational activities.

Club Sports are considered a student organization and bring in the atmosphere of competition against other campuses across the region. USC Aiken has eight club sport organizations including three styles of equestrian, shotgun, swim club, and ping pong club. Clubs can be created by any student at USC Aiken with an interest in a specific
competitive event.

Automatic Teller Machine (ATM)

An ATM is located in the Student Activities Center near the USC Aiken Bookstore.

Campus Dining

Campus Dining's mission is to maintain its unique partnership with the Aiken community. Campus Dining strives to provide high quality products and excellent service to USC Aiken students, administration, faculty, staff, visitors, and local residents.

The University contracts with one of the country's premier food service operators to offer many dining options at USC Aiken, including:

- The Cafeteria located in the Student Activities Center, which offers a full service cafeteria featuring a salad bar, display cooking, subs, and grilled entrees. Also located in the SAC is Starbucks Coffee.
- The Station in the Humanities and Social Sciences Building, which includes subs, salads, pastries, and gourmet coffee.
- Pacer Market located at Pacer Downs serving snacks, and selling supplies and household items.
- Scotty B's located in the Nursing Building offering breakfast and lunch items.

Meal Plan Options

Meal plans are an excellent way to ensure proper nutrition and budgeting. Additionally, they offer the best dining value! There is a meal plan to suit the needs of every student:

- Plan A: 19 Meal Plan-per semester--.....$1,325.00

  Provides 19 full, hot meals in the cafeteria each week

  This plan also offers a bonus $125.00 in declining balance money, which may be used in any campus dining location.

- Plan B: 10 Meal Plan-per semester--.....$1,237.00

  Provides 15 full, hot meals in the cafeteria per week with equivalency credits that may be used in the Food Court. This plan offers $ 125.00 in declining balance money, which may be used in any campus dining location.

- Plan C: 10 Meal Plan-per semester--.....$1,141.00

  Provides 10 full, hot meals in the cafeteria per week. This plan also offers a bonus $ 100.00 in declining balance money, which may be used in any campus dining location.

  Not available to freshmen.

- Plan D: Sophomore/Junior/Senior Declining Balance Plan per semester--.....$965.00

  Provides a declining balance value, which may be used like cash in any campus dining location. Offered to Sophomore, junior, and senior students only.

- Plan E: Junior/Senior Declining Balance Plan-per semester--.....$575.00

  Provides a declining balance value, which may be used like cash in any campus dining locations as well as our third party partner, Domino's.

Commuter Meal Plans

These plans are intended for commuters but also available to faculty and staff.

- Plan F: Block 30--per semester.....$297.00

  Choose any 30 all you-care-to-eat meals through out the semester in the cafeteria **and** receive $ 80.00in declining balance money which can be used in any campus dining location.

- Plan G: Block 50--per semester.....$475.00

  Choose any 50 all you-care-to-eat meals throughout the semester in the cafeteria **and** receive $125 in declining bal ance money which can be used in any campus dining location.

Rates and meal plans may be subject to change~

A Special Note to Students Residing in University Housing

All students residing in university housing are required to purchase a meal plan.

Freshman residents may choose from Meal Plans **A or B**

Sophomore residents may choose from Meal Plans **A, B, C, or D**

Junior and Senior residents may choose from Meal Plans **A, B, C, D, or E**

Students residing in university housing will sign up for a meal plan when they complete their housing application; all other students should sign up during the registration process. All students must present a valid USC Aiken I.D. and a receipt showing payment for the meal plan to the campus dining office located in the cafeteria in the Student Activities Center to activate their meal plan.
Questions, comments, or suggestions regarding campus dining may be directed to:
J.J. Tramontana, *Director, Dining Services*
471 University Parkway
Aiken, SC 29801
803-641-3596
e-mail:

OR
Jeff Jenik, Executive Director, Campus Auxilitary and Support Ser Services
University of South Carolina Aiken
471 University Parkway
Aiken, SC 29801
e-mail: jeffj@usca.edu

Pacer Cards

Pacer Cards are ideal for those students not required to purchase a meal plan, commuter students, faculty and staff, or as a way to supplement an existing meal plan. Pacer Cards cost $40.00 but hold $44.00 of purchasing credit.

Pacer Downs Market

The Pacer Downs Market is located next to the University Police office

at Pacer Downs. The market offerings include grocery items, snacks, and various other items.

Childcare

The USC Aiken Children's Center is located on the south side of the campus and offers child care for faculty, staff, and students and the community for a reasonable fee. It is licensed by the State of South Carolina and employs qualified teachers and students of the University. The Center is nationally accredited. The Center is open twelve months a year. Full-time care is available for children ages six weeks through five years. The Children's Center not only provides quality child care but also serves as a training and research site for the USC Aiken School of Education's Early Childhood Education degree program.

Counseling

The Counseling Center's mission is to support students in their individual development by maximizing their problem-solving and decision-making skills in order to facilitate constructive choices in accomplishing their academic and personal goals. In conjunction with this mission, the Counseling Center interacts with the University community to ensure a college environment that is as beneficial as possible to the overall well-being of students, thereby empowering them to meet their fullest potential.

The Counseling Center provides counseling services for USC Aiken undergraduate and graduate students. Services are free and confidential, unless the individual student specifically requests that information be revealed to a particular entity or the student poses a potential danger to himself/herself or others. The services offer a holistic, developmental and short-term approach to assessing, consulting, individual counseling, group counseling, psycho-education, and training which enhances students' lives. Counselors are available by calling the Counseling Center at (803) 641-3609 for an appointment. Information on additional services is available in the Counseling Center, Business and Education Building, Room 126, or at the following web site: www.usca.edu/cc.

Disability Services

The mission of Disability Services is to facilitate the transition of students with disabilities to the University environment and to provide appropriate accommodations for each student's special needs in order to ensure equal access to all programs, activities and services at USC Aiken.

USC Aiken seeks to assist undergraduate and graduate students with medical, psychiatric, or learning disabilities in their college experience through an integration of on-campus services. The goal is to make all USC Aiken programs and services accessible. Special classroom accommodations are provided to students with documented disabilities based on individual student needs. These services are the result of a cooperative effort with the student's instructor and may include priority seating, test proctoring, permission to tape record lectures, alternative media, or other accommodations to assist the student in her/his classroom efforts. Students with documented disabilities may be eligible for a course substitution. Based on appropriate documentation, the Coordinator of Disability Services determines whether a course substitution should be recommended. Students should be aware that a disability will be revealed to faculty and staff involved in evaluating a recommendation for a course substitution. If a determination is made for a course substitution by the Disability Services office, the DS Coordinator will assist the student with the additional requirements necessary to petition for the substitution. For further detail, see "Course Substitutions" in the Academic Regulations section of the Bulletin. USC Aiken also has an Assistive Technology Center with disability-relevant software and equipment.

Students with a documented disability that significantly impairs their ability to maintain a full-time course load of 12 hours or more per semester may be considered on a case-by-case basis for modified full-time status. Verification of eligibility will be determined by the Disability Services Office. Those who would like to be considered for financial aid must contact the Office of Financial Aid regarding the eligibility requirements for students who are enrolled on a modified full-time basis.

Assistance begins when a student's Disability Services application is approved and ends when a student graduates. Throughout the USC Aiken experience, campus-wide services are coordinated to meet the needs of the student. To be eligible for services, students must provide medical documentation that provides information about a substantial limitation to one or more major life activities, specifically as it applies to meeting the demands of University life, in and/or out of the classroom. Although some disabilities do not change over time, the medical documentation must address the student's current level of functioning. IEP's and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient to make a student eligible for services. For more information, contact Disability Services at (803) 643-6815 stop by the Business and Education Building, Room 134, or visit the Disability Services website at www.usca.edu/ds.

International Programs and Diversity Initiative

In support of the overall mission of the University of South Carolina Aiken and as an administrative component of the Student Life and Services Division, International Programs and Diversity Initiative seek to foster a warm, welcoming, and supportive environment for the diverse members of the campus community; to provide minority and international student support services and programs that assist with campus efforts to mirror the retention, graduation, and career placement rates of the larger student population; to work with various departments and committees of the university to provide programs and activities for the campus and local community that encourage an awareness and appreciation of cross-cultural perspectives; and to help equip members of the campus community with practical leadership and interpersonal skills to prepare them for living and working in an increasingly multicultural society.

The following is a sample of the resources and services available through these programs:

Domestic and General Intercultural Program concerns and programming

- African American Students' Alliance (AASA)
- 1st Year Mentoring Program
- NAACP Chapter of USC Aiken
- Diversity Roundtables
- The *Mosaic* Multicultural Newsletter
- Annual campus and community-wide celebrations (such as Holiday Fest, Women's History Month and Dr. Martin Luther King, Jr. Remembrance Day celebrations)

For more information about the office and programs listed above, call 803-641-3442 or visit the website at http://www.usca.edu/intercultural.

International programs and services

- Visa information and assistance
- International student orientation and cultural adjustment
- Immigration regulations (including maintaining SEVIS)
- International Student Organization (GLOBE)
- Study, work, and volunteering abroad
- Assisting with campus-wide international and intercultural programming (such as Intercultural Roundtables and the Inter national Festival)

For more information about the international programs and diversity programs and services listed above, visit the office in the Student Life Office of the Student Activities Center.

Orientation

Orientation programs are offered for all new freshmen and transfer students. Orientation is designed to ensure a smooth transition to USC Aiken by familiarizing new students with the policies, procedures, opportunities, and people associated with USC Aiken. Several orientation programs are scheduled before the beginning of each semester. The School of Education, the Department of Psychology, and the School of Business provide orientation for graduate students.

Pacer Shoppe

The mission of the Pacer Shoppe is to provide a competitive source for USC Aiken and Pacer purchases of course materials, merchandise, and other services related to campus life, while fostering, enhancing, and supporting the academic and administrative goals of the University of South Carolina Aiken.

The Pacer Shoppe is the source for all course materials including the selling

and renting of textbooks, lab supplies, course packets, school supplies, and study aids. The bookstore is located in the Student Activities Center (SAC) near the dining room.

Return Policy

The Pacer Shoppe offers refunds and exchanges.

- An original sales receipt is required for all refunds and exchanges.
- Merchandise must be returned in the same condition as when purchased.
- The final day for textbook refunds will be posted in the bookstore and listed in campus publications each semester.
- No refunds are offered at any time for study outlines, unwrapped course packets, or magazines. Software and multimedia products are refundable in their original, unopened packaging only.
- Special orders are not returnable.
  Please visit http://web.usca.edu/bookstore/index.dot for complete return policy.

Book Buy Back Policy

The Pacer Shoppe wants to buy as many books as possible. This helps reduce the expense of course materials for everyone. The best time to sell used books is during final exams at the end of each semester.

The bookstore will pay half (50%) for a book that has been readopted for an upcoming semester, is a current edition, is in re-sellable condition, and is not overstocked at the bookstore.

The bookstore will offer the current wholesale value for all other books as determined by a national textbook buying guide.

Pacer Shoppe Hours

Fall & Spring Semesters

Monday through Thursday	7:45am - 6:00pm
Friday	7:45am - 3:00pm

Summer Sessions--will be to be coordinated with the University's hours of operation with extended hours at the start of each semester.
Any change of Pacer Shoppe hours will be posted.

Contact Information

Telephone 803-641-3457
e-mail bookstore@usca.edu
url: http://web.usca.edu/bookstore/index.dot

Questions, comments, or suggestions regarding the bookstore may be directed to Herd Duncan, Director
e-mail: herbd@usca.edu

University Police and Safety at USC Aiken

USC Aiken is concerned about safety issues for all of its students. The Student Right to Know Act gives all interested parties information concerning on-campus safety and crime. For information about the frequency and type of reportable incidents on campus, please contact the USC Aiken University Police at (803) 641-3319 or at the following web address: http://www.usca.edu/university-police

If off-campus housing is being considered, students and parents should be aware that Aiken County is served by three separate law enforcement units, with jurisdiction determined by location within the City of Aiken, the City of North Augusta, or the remaining areas which are served by the Aiken County Sheriff's Office. Please contact rental agents for County or City emergency numbers that might be helpful such as fire, police, and hospital. In addition, USC Aiken strongly suggests that all students considering off-campus housing contact the appropriate law enforcement agency for specific safety and crime information about the residential areas under consideration.

Local Law Enforcement Contact Points:

University Police - Phone: (803) 641-3319 (or ext. 611)
Off campus - Phone: (803) 648-4011

Aiken County Sheriff - Phone: (803) 642-1761
(or 911 for emergencies)

City of Aiken Public Safety - Phone: (803) 642-7620
(or 911 for emergencies)
Web address: http://adps.aiken.net

City of North Augusta Public Safety - Phone: (803) 279-2121
Web address: http://www.northaugusta.net

Student Health Center

The mission of the Student Health Center (SHC) is to provide comprehensive primary healthcare services that support the overall health of the USC Aiken community by incorporating physical, psychological, educational, public health, and primary prevention services.

Visits to the SHC are free of charge, but there may be charges for immunizations or other special services. The Center is staffed by licensed nurse practitioners and registered nurses who provide primary care for common health problems by assessing and diagnosing the problem, then providing the necessary treatment, follow-up care and/or referral to outside resources. The SHC cannot follow chronic health conditions, but can assist with finding outside resources who can provide those services. Students are encouraged to visit the SHC if they have an illness or injury that they feel uncomfortable treating independently. The SHC staff also provides health promotion, health education, and disease prevention information. The SHC is open M-F from 10:00 a.m. - 3:30 p.m. and is located in the Student Activities Center, Room 106. For more information about SHC services, call 803-641-2840 or visit www.usca.edu/shc.

University Housing

Living on campus allows students to have the opportunity of independence and privacy, while enjoying proximity to classes and activities, and the support and services provided by the University Housing staff. The professional staff and the Resident Mentors are dedicated to providing a variety of programs and activities.

Pacer Crossings is a 300-bed residence hall especially designed to enhance the freshman experience by providing many amenities and services. Pacer Crossings features a shared, furnished four-bedroom suite (two students to each bedroom) with four baths, furnished living room area, free high-speed wireless internet access, phone service, micro fridge in each bedroom, and cable TV. Also within the residence hall is an onsite laundry facility, 12 study rooms, eight kitchens, a learning center, lounge space and game room. Pacer Crossings is staffed by a live-in Community Coordinator and 12 Resident Mentors. There is one resident assistant to every 24 residents.

Pacer Commons consists of 79 four-person apartments, housing 316 residents. Pacer Commons contains 43 double-bedroom apartments and 36 single-bedroom apartments. Each apartment is furnished and contains two full bathrooms, a living area and a fully equipped kitchen. Pacer Commons is staffed by a live-in Community Coordinator and 11 Resident Mentors. Pacer Commons has a recreational area that consists of a volleyball court, and a basketball court. Within the halls of Pacer Commons there are six lounges, two classrooms, a computer room, a Learning Center, game room with vending and laundry facility.

Pacer Downs is an apartment complex housing 352 residents. Each apartment is furnished and contains two double bedrooms, two full bathrooms, a living area, and a fully equipped kitchen. Pacer Downs is staffed by a live-in Community Coordinator and 12 Resident Mentors. The recreation area within Pacer Downs consists of a pool, volleyball court and basketball court. There is a Community Center by the pool that includes a computer lab, kitchen area, lounge, and a covered patio going out to the pool.

USC Aiken students who wish to live on campus or have questions concerning housing should contact the University Housing office at 641-3790 or housing@usca.edu.

USC Aiken ID Card

All students must have a University of South Carolina Aiken ID card. The ID card, also known as the CarolinaCard, will be an important item while a student is attending USC Aiken. The CarolinaCard will allow use of University facilities and services and is designed to be checked by com-

puter for validity. This is a permanent card and is valid as long as a student is officially registered. The card is the property of the University of South Carolina Aiken and is intended solely for its use. The first student ID card is issued free of charge. Should the card be lost, stolen, or confiscated, or otherwise terminated, a replacement charge of $25 will automatically be assessed upon issuance of a new card. If the ID card has a meal plan, the student must immediately contact Dining Services. ID cards are made in the University Police Office, Community Building, Pacer Downs durin regular office hours.

General Regulations

Conduct

The responsibility for administering undergraduate and graduate student discipline at USC Aiken is vested in the Vice Chancellor for Student Life and Services. Conduct rules, disciplinary penalties, and complete hearing procedures are contained in the *USCA Student Handbook*, which is available on the USC Aiken website.

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student from the University if the appropriate hearing body or official determines that this course of action is in the best interest of USC Aiken students. Registration at the University assumes the student's acceptance of responsibility for compliance with all regulations published in the Student Handbook, as well as any rules found in any other official publication.

USC Aiken Academic Code of Conduct and the Judicial Board

USC Aiken supports a culture of academic integrity and requires that all faculty and students abide by the spirit and letter of the Academic Code of Conduct. Violations of this Code will not be tolerated by this community.

Academic honesty violations are dealt with in accordance with the Academic Code of Conduct, which is described in the USC Aiken Student Handbook. Such violations include, but are not limited to, cheating, plagiarism, lying, and bribery. Undergraduate and graduate students who have committed infractions of the Academic Code of Conduct may receive a hearing before the University Judicial Board, with right of appeal to the Executive Vice Chancellor for Academic Affairs, who is responsible for maintaining and enforcing the Academic Code of Conduct.

Student Consumer Information

The Student Right-to-Know and Campus Security Act of 1990 (P.L.101-542) and the Higher Educational Technical Amendment of 1991 (P.L. 102-26) requires that all institutions of higher education collect and make certain information available to students/prospective students and employees/prospective employees upon request. Title I of this act is known as the Student Right-to-Know Act and Title II is known as the Crime Awareness and

Campus Security Act. Information requirements are separated into four categories: graduation or completion rates, athletically-related financial aid, campus crime, and campus housing fires. Graduation or completion rates are prepared and published by the Registrar's Office and are readily available to current and prospective students upon request. Athletically-related aid reports are prepared for the NCAA and are available upon request from the Athletic Department. Statistics on campus crime and campus housing fires are published annually by the USC Aiken University Police Department and are available to current and prospective students and employees on the USC Aiken web page.

The Americans with Disabilities Act (ADA), Public Law 101-336 of 1990 provides antidiscrimination (civil rights) protection and access to equal employment opportunities for persons with disabilities. Accessibility requirements are similar to those imposed under Section 504 of the Rehabilitation Act of 1973 which addresses non-discrimination in employment and program services by recipients of any federal assistance. The ADA compliments section 504 and expands its coverage as well as changes some of the application and accommodation processes.

USC Aiken is committed to the letter and the intent of both the ADA and section 504. If students have a question concerning possible discrimination due to a disability, they may contact the Coordinator of Disability Services at 641-3609 for further information.

Both undergraduate and graduate students will find additional USC Aiken regulations and procedures included in other sections of the Bulletin and the USC Aiken Student Handbook.

Fees and Refunds

The University reserves the right to alter tuition and fee charges without notice. All charges are due and payable on the date that they are incurred, or the due date indicated on the statement.

Any student who has failed to pay all required registration fees on or before the last date to change course schedules (as indicated in the University calendar) may be dropped from class rolls. Any student who fails to relieve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations become due may not be issued a transcript, diploma, or degree.

Payments

Payments may be made by cash or check in person, by mail, or electronic check. Checks for the exact amount of the total charge should be made payable to the University of South Carolina Aiken.

The University accepts Visa, MasterCard, American Express, and Discover credit cards in payment of tuition and fees. There is a fee when paying by credit card. The same credit cards may be used at all other campus locations. If a credit card or check given in payment of academic and other fees is not paid upon presentation to the bank on which it is drawn, the student may be required to pay a late payment fee of $5.00 per day beginning with the first day of classes (for a maximum of $350.00) plus a $30.00 service charge.

If a check writer fails to pay the total amount of the check, plus the additional charges (by cash or cashier's check) within 10 working days, the University will have the right to refer the check to collection where additional costs will be incurred, and may not allow the student to re-enter the University, secure a transcript of records, or receive a diploma until the total amount has been paid.

Payment may be made with a payment plan for students in good academic and financial standing. The initial payment is 25% of the account balance after any financial aid is applied. Any remaining balance due is in three payments. There is a $75.00 fee.

Resident Status

The University has established a differential in tuition and fees between State residents and non-residents, and must therefore determine the resident classification of applicants and students in accordance with South Carolina Code of Laws (59-112-10 *et seq*.).

Policies for Students

The initial determination of one's resident classification is made after completion of the online South Carolina Residency Certification. The determination made at that time, and any determination made thereafter, prevails for each successive semester. The burden of proof rests with the student to show evidence as deemed necessary to establish and maintain his/her residence status. All students seeking the benefits of South Carolina residency must complete the online residency process in Self Service Carolina (SSC).

Definitions of Terms

"Reside"— continuous and permanent physical presence within the state.

"Domicile"— true, fixed, principal residence and place of habitation indicating where a person intends to remain or to where one expects to return when away. One may have only one legal domicile.

"Independent person"—one in his/her majority (18 or older) whose predominant source of income is his/her own earnings or income from employment, investments or payments from trusts, grants, scholarships, loans or payments made in accordance with court order. An independent person is also one who is independent during the tax year immediately prior to the year in which resident status is claimed and whose independent status has not changed. An independent person must provide more than half of his/her support during the 12 months immediately prior to the date that classes begin for the semester for which resident status is claimed. Definitions from independent/dependent persons for resident classification may be different than definitions for financial aid purposes.

"Dependent person"—one whose predominant source of income or support is payments from a parent, spouse or guardian and who qualifies as a dependent (or exemption) on the federal income tax return of the parent, spouse or guardian.

Under the law, residency for fee and tuition purposes can be established by an independent citizen or by certain classes of independent aliens.

Resident Classification. In order to be classified as a South Carolina resident for fee and tuition purposes, an independent person must physically reside and be domiciled in South Carolina for at least 12 months immediately preceding the date that classes begin for the term for which resident status is to be determined. The independent person must couple his/her physical presence within the state for 12 months with objective evidence that he/she intends to establish a permanent home in South Carolina.

If these steps are delayed, the 12-month duration period will be extended until both physical presence and intent have been demonstrated for 12 months.

Physical presence within the state solely for educational purposes does not constitute the establishment of South Carolina residence for fee and tuition purposes, regardless of the length of stay.

Maintaining Residency. A person's temporary absence from the state does not necessarily constitute loss of South Carolina residence unless that person has acted inconsistently with the claim of continued South Carolina residence during his/her absence from the state. The burden is on the person to show retention of South Carolina residence during the absence from the state.

Dependent Persons. The law also provides for resident classification of dependent persons. Generally, the resident status of a dependent person is based on the resident status of the parent, spouse, or guardian upon whom the dependent person is financially dependent.

The resident status of a dependent person whose parents are separated or divorced may be based on the resident status of the parent who supports and claims the dependent person as a dependent for federal income tax purposes, or it may be based on the resident status of the parent who has legal custody or legal joint custody of the dependent person; or based on the resident status of the person who makes payment under court order for child support and at least the cost of his/her college tuition or fees.

A dependent alien may be entitled to resident classification if the alien and the parent of the alien have been lawfully admitted to the United States for permanent residence and the parent has physically resided and established permanent residence in South Carolina for at least 12 months after admission for permanent residence.

Other Residency Exceptions

Persons in the following categories may qualify to pay in-state fees without having to establish a permanent home in South Carolina for 12 months. Persons qualifying under any of the exclusions below must complete a residency application and provide documentation to verify their eligibility under the applicable exemption.

Richmond and Columbia County Residents. Persons who are legal residents of Richmond or Columbia counties, Georgia, may qualify to pay the in-state tuition rate and should contact the Admissions office for additional information. **Note: reciprocal agreement for in-state applies to USC Aiken undergraduate or USC Aiken graduate courses taken at the Aiken campus.**

Military Personnel and Their Dependents. Members of the United States armed forces (and their dependents) may be eligible for in-state tuition based on the following new legislation:

GI Bill Resident Rate Requirements. Not withstanding any other provision of law, a covered individual enrolled in a public institution of higher education and receiving Post 9/11 GI Bill (Chapter 33) or Montgomery GI Bill-Active Duty (Chapter 30), Title 38 of the United States Code is entitled to pay in-state tuition and fees without regard to the length of time the covered individual has resided in this State.

A covered individual is defined as:

(a) A Veteran who lives in the state where the Institute of Higher Learning (IHL) is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.

(b) An individual using transferred benefits who lives in the state where the IHL is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor's discharge from a period of active duty service of 90 days or more.

(c) Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.

(d) Anyone using transferred Post-9/11 GI Bill benefits who lives in the state where the IHL is located and the transferor is a member of the uniformed service who is serving on active duty.

(e) Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state where the IHL is located (regardless of his/her formal state of residence).

A covered individual must live in this State while enrolled at the in-state institution.The in-state tuition provisions in Section 417 do not apply to those individuals on active duty using benefits under the Post-9/11 GI Bill and Montgomery GI Bill-Active Duty. At the conclusion of the applicable three-year period in this subsection, a covered individual shall remain eligible for in-state rates as long as he remains continuously enrolled in an in-state institution or transfers to another in-state institution during the term or semester, excluding summer terms, immediately following his enrollment at the previous in-state institution. In the event of a transfer, the in-state institution receiving the covered individual shall verify the covered individual's eligibility for in-state rates with the individual's prior in-state institution. It is the responsibility of the transferring covered individual to ensure all documents required to verify both the previous and present residency decisions are provided to the in- state institution.

Faculty and Administrative Employees and Their Dependents. Full-time faculty and administrative employees of South Carolina state-supported colleges and universities are eligible for in-state rates without regard to their state of permanent residence. Dependents of such persons are also eligible for in-state rates.

Residents with Full-Time Employment and Their Dependents. Independent persons who have resided and been domiciled in South Carolina for less than 12 months may be eligible for the in-state rates if they are full-time employed (minimum 37.5 hours a week on a single job) in the state and they will continue to work full-time until they meet the 12-month requirement provided they have taken steps to establish a permanent home in the state. The dependents of such persons may also be eligible for in-state rates.

Effects of Changes

Moving. Any dependent person of a legal SC resident who has been domiciled with his/her family for a period of at least three years and whose family's domicile has been terminated (an employee directed transfer – not a voluntary change in domicile) immediately prior to his/her enrollment may enroll and continue to be enrolled at the in-state rate. Persons qualifying under this provision are eligible to pay in-state fees as long as there is not an interruption in their enrollment, summer terms excluded.

Marriage. If a non-resident marries a South Carolina resident, the non-resident does not automatically acquire South Carolina resident status. The non-resident may acquire South Carolina resident status if the South Carolina resident is an independent person and the non-resident is a dependent of the South Carolina resident.

Procedures

Applying for Resident Status. Persons applying for resident status should determine that they meet the requirements for an independent citizen, an independent alien, a dependent citizen, or a dependent alien as described above.

Establishing Requisite Intent. The following may be considered convincing evidence that one intends to establish permanent residence in South Carolina:

1. obtaining a South Carolina driver's license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a SC resident will delay the beginning of eligibility;
2. obtaining South Carolina vehicle registration. Failure to obtain this within 45 days of the establishment of intent to become a SC resident will delay the beginning date of eligibility;
3. paying South Carolina income tax as a resident, including income earned outside South Carolina from the date residence is established;
4. existing principal residence in South Carolina;
5. offer and acceptance of full-time employment in South Carolina;
6. absence of evidence of permanent residence in other states during any period for which residence in South Carolina is asserted.

Not any one of these factors or any group of these factors is necessarily determinative. Each case is decided individually on the basis of all facts submitted.

1. Persons applying for resident classification must complete the online residency application and supply supportive documentation at least three weeks prior to the fee payment deadline for the applicable term to allow sufficient time for a decision to be made.
2. Persons who submit residency applications less than three weeks prior to fee payment deadlines for applicable terms may be required to pay out-of-state fees.
3. Refunds may be requested any time during the fiscal year in which the applicable term occurs. The fiscal year begins on July 1 of each year and ends on June 30 of the following year.

Maintaining Resident Status. A person who will be out of state temporarily should take the following steps to retain South Carolina resident status for fee and tuition purposes:

1. continue to use a South Carolina permanent address in all records;
2. satisfy South Carolina resident income tax obligations (individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date they establish South Carolina residence; this includes income earned in another state or country);
3. maintain South Carolina driver's license and vehicle registration.

Incorrect Classification. Persons classified incorrectly as residents are subject to reclassification and to payment of all non-resident fees not paid.

If incorrect classification results from false or concealed facts, such persons will be charged tuition and fees past due and unpaid at the out-of-state rate, plus interest at a rate of 8% per annum, plus a penalty amounting to 25% of the out-of-state rate for one semester. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from the University.

Residents whose resident status changes are responsible for notifying the Residency Office of such changes.

This is a summation, not a complete explanation, of the law regarding residence. A copy of the law is available in the Office of the Registrar. The residency requirements are subject to change without notification.

Fees 2018-2019

Application Fee

A one-time, non-refundable application fee is required of all students and must accompany the application.

Undergraduate **$45.00**
Graduate **$45.00**
Re-admits, Senior Citizens, Teacher Cadets **$10.00**
International Students **$100.00**
Matriculation Fee (graduate and undergraduate) **$85.00**
A one-time, non-refundable fee for orientation, assessment, and placement testing for all new degree-seeking students.

Reinstatement Fee (per occurrence) **$75.00**

Tuition

Full-Time Students (12 - 16 semester hours)
Undergraduate Resident ..... (per semester) **$5,199.00**
Undergraduate Non-resident ..... (per semester) **$10,428.00**
Graduate Resident ..... (per semester) **$6,825.00**
Graduate Non-resident ..... (per semester) **14,598.00**
Active duty military ..... (per semester) **$3,579.00**
Full-Time Students (17 hours and above)
Undergraduate Resident ..... (additional per credit hour) **$80.00**
Undergraduate Non-resident ..... (additional per credit hour) **$208.00**
Graduate Resident ..... (additional per credit hour) **$80.00**
Graduate Non-resident ..... (additional per credit hour) **$170.00**
Part-Time Students (fewer than 12 semester hours)
Undergraduate Resident ..... (per semester hour) **$433.25**
Undergraduate Non-resident ..... (per semester hour) **$869.00**
Dual/Concurrent Enrollment - SC Resident High School Students.....
..... (per credit hour) **$66.00**
Graduate Resident ..... (per semester hour) **$568.75**
Graduate Non-resident ..... (per semester hour) **$1,216.50**
Graduate (SC certified teachers Resident) ..... (per semester hour) **$360.00**
Graduate (SC certified teachers Non-resident) (per semester hour) **$410.50**
Active duty military ..... (per semester hour) **$298.25**
Graduate fees must be paid by graduate students whether the courses taken are graduate or undergraduate.
Pacer Pathways Program Fee ..... (per semester) **$1,000.00**
NOTE: Students enrolled in courses at other USC campuses will be required to pay the tuition and fees of that campus in addition to the USC Aiken tuition for the Aiken course(s).

Audit Fee

Resident ..... (per semester hour) **$433.25**
Non-resident ..... (per semester hour) **$869.00**

Other Required Fees

Technology Fee ..... (per semester for full-time students) **$156.00**
..... (per credit hour for part-time students) **$13.00**
Palmetto College Technology Fee .....
..... (per semester for full-time students) **$156.00**
..... (per credit hour for part-time students) **$13.00**
Public Safety Fee ..... (per semester) **$25.00**
Public Saftety Fee Summer ..... (per term) **$8.00**
Music Private Lesson Fee ..... (per hour) **$125.00**
Music Instrument Rental Fee ..... (per semester) **$35.00**
Nursing Lab and Testing Fee ..... (per credit hour) **$40.00**
Wellness and Natatorium Lab Fee ..... (per credit hour) **$15.00**
MBA Program Fee (Residents) 600 & 700 level courses ..... (each) **$50.00**
MBA Program Fee (Non-Residents) 600 & 700 level courses (each) **$100.00**
Engineering, Education, and Exercise and Sports Science Programing Fee ..... (per semester) **$15.00**
International Student Application Fee **$100.00**

Senior Citizens

Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the University may attend classes for credit or non-credit purposes on a space available basis at no tuition. All other required fees will be charged.

Housing

Fees listed are per student, per semester

Housing ..... (single room) **$2,999.00**
Housing ..... (double room) **$2,533.00**
Housing ..... (double as a single room) **$3,570.00**
Housing ..... (triple) **$1,583.00**
Maymester ..... (single room) **$321.00**
Summer Term ..... (including Maymester--single room) **$1,359.00**
Summer Term ..... (excluding Maymester--single room) **$1,038.00**
Summer Term ..... (including Maymester-double room) **$1,178.00**
Summer Term ..... (excluding Maymester--double room) **$913.00**
Maymester ..... (double room) **$265.00**

Meals

All students residing in campus housing will be required to purchase a meal plan. Other students may choose from any plan.
Plan A. Unlimited meals per week ..... (per semester) **$1,350.00**
(This meal plan includes $100.00 in declining balance money)
Plan B. Eleven meals per week ..... (per semester) **$1,350.00**
(Up to $300.00 of a declining balance money)
Plan C. Six meals per week ..... (per semester) **$1,350.00**
(Up to $600.00 of a declining balance money)
Plan D. Declining balance for juniors and seniors (per semester) **$725.00**

Commuter Meal Plans
Block 30 ..... (per semester) **$290.00**
(This meal plan also includes $80.00 in declining balance money)
Block 50 ..... (per semester) **$450.00**
(This meal plan also includes $125.00 in declining balance money)

Pacer Cards (Cash Cards) ..... (per card) **$40.00**
Declining balance money can be used at all University dining service locations as well as our third party partner, Domino's. Dining service locations are the SAC Cafe, H&SS Station, Pacer Market, Starbucks Coffee in the SAC, and select athletic competition concessions.

Health Insurance

Students seeking health insurance coverage are encouraged to evaluate the USC-sponsored plan and determine if it fits their individual needs and circumstances. Go to http://www.studentinsurance.com for more information on the plan as well as eligibility and enrollment information.

Other Fees

Assessment Testing Late Fee **$50.00**
Challenge Exam ..... (per credit hour) **$25.00**
Payment Plan Administrative Fee **$75.00**
Replacement identification card **$25.00**
Replacement fee receipt **$5.00**
Transcripts ..... (per copy) **$12.00**
Transcripts are obtained through the Office of the University Registrar at USC Columbia, S.C. utilizing Self Service Carolina (SSC).

****The University retains the right to change tuition and fees as approved by the administration and Board of Trustees.***

Fines

Late Registration ..... (per day) **$5.00**
(up to a maximum of $350.00 after prescribed registration date)
*After late registration there will be a **$75** reinstatement fee in addition to all other fees (see Fees above).*
Checks returned by bank for any reason **$30.00**

Library

Overdue Materials..... (per day, per item) **$0.25**
Four-day grace period; on the fifth day, a $1.25 fine per item will be levied and a charge of $.25 per day per item will accrue until the item is returned. The maximum charge is $10.00 per item.

Overdue Reserve Materials..... (per day, per item) $**1.00**
no maximum
Lost Materials .....(minimum) $**43.00**

Parking Fines

Parking improperly/failure to register vehicle .....$**20.00**
Parking decal or permit improperly displayed.....$**10.00**
Parking in no parking/safety zone.....$**50.00**
Parking in loading or service zone.....$**25.00**
Blocking sidewalk, driveways .....$**25.00**
Parking in fire lane; blocking hydrant .....$**50.00**
Parking on grass or sidewalk .....$**25.00**
Parking in reserved area/visitor space.....$**25.00**
Failure to register vehicle.....$**20.00**
Parking in spaces for people with disabilities.....$**75.00**
Speeding on campus.....$**40.00**
Parking in Student Housing area without a permit .....$**25.00**
Parking in Faculty/Staff reserved space.....$**25.00**
Traffic violation 1st offense--driving in an unsafe manner, obstructing campus operations.....$**25.00**
Traffic violation 2nd offense--driving in an unsafe manner, obstructing campus operations.....$**50.00**
Traffic violation--failure to obey officers' instructions.....$**50.00**
Booting fine.....$**50.00**
Smoking fine.....$**25.00**

Withdrawal and Refund Information

Refunds are issued according to the schedules in this section to students who withdraw from the University, or students who drop a course or courses.

If a student receiving federal Title IV financial assistance withdraws from the University or drops a course or courses, a portion of the refund may be returned to the program or programs that provided the funds.

Standard Refund Procedures For Withdrawal From The University

All refunds will be based solely on the percentage of time (in days) between the first day of a part-of-term and the last day of a part-of-term. The percentage (in days) will include all Saturdays, Sundays, and holidays between the start and end dates of each part-of-term. Exceptions to this rule may only be made by the Bursar's Office. In these instances, any change in the refund percentage would be moved out to the next closest business day. Courses fewer than six days long, first day = 100% refund, remaining days = no refund.

1. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.

2. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.

3. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.

4. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

The refund schedule for every semester including all parts of term is provided at https://www.usca.edu/records/students/refund/index.dot and is the student's responsibility to know.

Determining the Refundable Portion Procedure

Fees such as lab, technology and parking are refunded only during the 100% withdrawal period. Housing and meal plan refunds are detailed in the housing contract.

Policy on the Return of Title IV Funds

Federal financial aid includes Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Perkins Loan, Federal Stafford Loans, and Federal PLUS Loans. These funds are awarded with the expectation that students will complete the entire period of enrollment.

Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina Aiken to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the lender and/or Department of Education.

Once a student has completed more than 60% of the enrollment period, he/she is considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards his/her current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Financial Aid prior to making the decision to withdraw from school.

The Office of Financial Aid determines how much of the refund is distributed back to Title IV, HEA programs or the Financial Aid sources.

The return of the University's repayment is made in the following regulations prescribed priority sequence:

1. Unsubsidized Federal Direct Loans.
2. Subsidized Federal Direct Loans.
3. Federal Perkins Loans.
4. Federal PLUS loans.
5. Federal Pell grants.
6. Federal SEOG program aid.
7. Other Title IV funds.

Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Federal Direct, Perkins, and/or Plus loans. For additional information, these students should contact the Office of Financial Aid at (803) 641-3476 or stuaid@usca.edu.

Refunds are not made to students and/or parents until all institutional financial obligations for the period have been canceled or repaid in full. Standard refunds are calculated on all students who withdraw from the University regardless of funding sources.

University Withdrawal Refund Appeal Procedures

Refunds beyond published deadlines are an unusual exception. Under extraordinary circumstances, a committee has been authorized to review and adjust **limited** exceptions to the University of South Carolina Aiken refund schedule. To be considered by the committee, the Refund Appeal Request Form along with supporting documentation must be completed and submitted to the Associate Vice Chancellor for Enrollment Management, USC Aiken, 471 University Parkway, Aiken, SC 29801. **Please review the guidelines below carefully before submitting the form.**

The student will be informed of the outcome to the appeal by letter from the Associate Vice Chancellor for Enrollment Management,.

Guidelines for Refund Appeals:

1. The appeal must be submitted in writing to the Associate Vice Chancellor for Enrollment Management.
2. All requests for appeal must be submitted directly by the student or the students' legal representative.
3. The appeal must be initiated within 60 days of the end of a term or semester to which the appeal applies.
4. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignments or other academic issues. If applicable, requests for extenuating circumstances withdrawals for grade purposes must be resolved prior to deliberation of the Refund Appeals Committee.
5. Requests for consideration for review by the Refund Appeals Committee must meet one or more of the following criteria:
   a. Documentation of an acute or chronic illness or accident with medical recommendation for withdrawal. Documentation must include letters from physicians or health care providers.
   b. Documentation of extraordinary incident that required withdrawal. Examples might include mandatory relocation for employment of family/primary wage earner where the relocation is more than 100 miles from Aiken.
   c. Documentation of an error by the University or a University Official or of substantial circumstances where a student has in good faith relied upon the veracity of a University Official's advice or the official's interpretation of the text of a university document or publication and was consequently misled or mistaken about the terms of the published refund policy. Documentation must include letters or other correspondence from USC Aiken faculty or staff supporting the mistake.

In order to consider a refund request, even with any of the above circumstances, it must be clear why appropriate deadlines were not met through use of the Self Service Carolina system.

Financial Aid and Scholarships

Policy on the Return of Title IV Funds

Federal financial aid includes Federal Pell Grant, Federal Supplemental Education Opportunity Grant, and Federal Direct Loans (Subsidized, Unsubsidized, PLUS, Grad PLUS). These funds are awarded with the expectation that students will complete the entire period of enrollment.

Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina Aiken to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the US Department of Education.

Once a student has completed more than 60% of the enrollment period, he/she is considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards his/her current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Financial Aid prior to making the decision to withdraw from school.

The Office of Financial Aid determines how much of the refund is distributed back to Title IV, HEA programs or the Financial Aid sources.

The return of the University's repayment is made in the following regulations prescribed priority sequence:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal PLUS Loans
4. Federal Pell Grants
5. Federal SEOG Grants
6. Other Title IV funds

Exit interviews are required before leaving the University of South Carolina Aiken for all students who withdraw and have received Federal Direct or PLUS Loans. For additional information, these students should contact the Office of Financial Aid at (803) 641-3476 or stuaid@usca.edu.

Refunds are not made to students and/or parents until all institutional financial obligations for the period have been canceled or repaid in full. Standard refunds are calculated on all students who withdraw from the University regardless of funding sources.

Financial Aid and Scholarships

The general purpose of the Office of Financial Aid is to help students meet their educational expenses at the University of South Carolina Aiken. Financial assistance is awarded in the areas of scholarships, grants, loans, employment, or a combination of these programs. The primary responsibility for financing post-secondary education rests with the student and family; however, the office is available to assist applicants in obtaining financial aid assistance to bridge the gap between our educational cost and what the student and family are reasonably expected to contribute. The office is committed to timely delivery of financial aid proceeds in accordance with all federal, state, and institutional regulations. The financial aid packages are provided in correlation with the institution's recruitment and retention efforts.

General Information

The Office of Financial Aid at USC Aiken provides a wide range of services and administers a variety of student financial assistance programs. Included among these are University scholarships, financial assistance programs originating outside the University, and all major federal student aid programs. Within these categories are financial assistance programs which are based upon financial need, academic merit, or other criteria. The different types of federal aid programs include grants, loans, and employment opportunities. The Office of Financial Aid provides counseling for students, prospective students, and parents in such areas as financial aid opportunities, the financial aid application process, and financial planning as it pertains to managing financial aid funds and meeting educational expenses. Anyone interested in these topics should contact the Office of Financial Aid to schedule an appointment.

Below is a description of each category of financial assistance available at USC Aiken:

Scholarships are usually based on academic merit and/or need and repayment is generally not required.

Grants are need-based aid which do not have to be repaid.

Employment consists of part-time work that is arranged around the student's academic schedule. This type of employment is known as work-study.

Loans are available to most students. Repayment is not required until the student graduates or drops below half-time enrollment. Interest rates vary depending upon the type of loan.

More detailed information about the various financial assistance programs can be found on the USC Aiken Financial Aid website, https://www.usca.edu/financialaid/.

The USC Aiken scholarship and financial aid programs are administered in accordance with the nationally established philosophy of educational financial assistance. The basis of this philosophy is the belief that the student and/or his/her parents are the primary responsible source for meeting educational expenses and that student financial aid should be viewed only as supplementary to the efforts and resources of the family.

Financial Aid Policies

The following statement of policies is to help high school counselors, parents, and students understand the goals of the financial aid programs at USC Aiken.

1. The primary purpose of the financial aid program is to help students meet educational costs beyond what the student and/or his/her family can contribute based on a standard analysis of a family's financial situation. USC Aiken uses the Free Application for Federal Student Aid (FAFSA) for the need analysis.

2. In estimating the amount that a student's family can provide for college expenses, USC Aiken may consider additional factors that are not reflected on the FAFSA. Under unusual circumstances, special financial problems confronting parents and students can also be considered.

3. The student is expected to secure resources to assist in meeting educational expenses.

4. Financial aid awards are payable only while the student is enrolled at least half-time at USC Aiken, excluding the Federal Pell Grant Program.

5. Students who transfer to another college or university (including those within the USC system) cannot receive any financial aid which has been awarded by USC Aiken.

6. Financial assistance received from any source that is not included in the award notification must be reported to the Office of Financial Aid at USC Aiken. This must be done even if the extra financial assistance has been reported to some other office at USC Aiken. Failure to report extra financial assistance could harm a student's chances of receiving financial assistance in the future.

7. **The Office of Financial Aid has established March 1st as the priority date for receipt of the FAFSA information**. Applications received after that date will be considered for appropriate available funds remaining.

8. USC Aiken makes every effort to meet a student's need. Recipients are selected on the basis of general eligibility as well as specific program qualifications. Once a student has been determined to have financial need, awards are based on the enrollment status of the student and the availability of funds in each program. The determined award(s) comprise the student's financial aid "package." This package may consist of a combination of: a) grants, b) scholarships, c) loans, and/or d) employment.

9. Notification of awards will be made as soon as possible after the

successful completion of the application process. Awards may be declined or adjusted within two weeks of award notification. An internet link to terms and conditions of awards will be included with the award notification.

10. If the application has been submitted by the student in a timely fashion and financial aid has subsequently been awarded, the award will usually be paid in two disbursements (once during each enrollment period).

11. Under certain circumstances, a student may be deemed ineligible to receive financial aid. These circumstances include: a) not making satisfactory academic progress (standards are listed below); b) being in default on a federal student loan; c) owing a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant; d) not demonstrating financial need; e) not enrolling in a degree-seeking program. If any of these conditions apply, the Office of Financial Aid at USC Aiken should be contacted for additional clarification.

12. USC Aiken students taking classes at the Beaufort, Sumter, and Salkehatchie campuses should contact the USC Aiken Office of Financial Aid concerning the method of disbursement 60 days prior to the begin date of the academic term(s).

Satisfactory Academic Progress

To be eligible to receive any federal financial aid and/or state need-based financial aid, students must adhere to the USC Aiken Office of Financial Aid's Policy on Satisfactory Academic Progress. The intent of this policy is to ensure that students who are receiving federal and state financial aid for their education are making measurable progress toward completion of a degree in a reasonable period of time.

All federal financial assistance programs are authorized under Title IV of the Higher Education Act of 1965 as amended, and require the establishment of minimum standards of academic progress that students must meet to maintain general eligibility for financial aid. While students meeting these standards are generally eligible for aid, some aid programs require higher standards that may preclude the student from qualifying for those programs.

Federal regulations require the establishment of minimum standards of academic progress that students must meet to maintain general eligibility for financial aid. Undergraduate students must meet three academic standards to keep financial aid eligibility:

-Earn a minimum cumulative Grade Point Average (GPA) of 2.0
-Successfully complete at least 67% of all attempted credit hours
-Complete a degree or program of study within a maximum timeframe of 150%

Bachelor's Degree programs cannot exceed 180 hours of course work including accepted transfer credits.

Failure to meet the above SAP standards will result in the loss of financial aid eligibility. Students deemed ineligible would need to submit a written appeal in order to have their eligibility reinstated. This determination applies without regard to any financial aid award letter that may have been sent or received prior to the time the determination is made.

Graduate students must meet three academic standards to keep financial aid eligibility:

-Earn a minimum cumulative Grade Point Average (GPA) of 2.0
-Successfully complete at least 67% of all attempted credit hours
-Complete a degree or program of study within a maximum timeframe of 150%

Master of Science in Clinical Psychology cannot exceed 76 hours of course work including accepted transfer credits.

Master of Education in Educational Technology cannot exceed 54 hours of course work including accepted transfer credits

Master of Business Administration will vary depending on area of specialization including accepted transfer credits

Students who fail to meet SAP standards will be ineligible to receive any federal or state financial aid funds. Students who are found ineligible may appeal this determination under specifically prescribed conditions.

Satisfactory academic progress is measured annually by the Office of Financial Aid. This measurement occurs at the conclusion of each spring semester once grades are reported and recorded by Student Records. The measurement is for eligibility for the subsequent fall and spring semesters. However if a student attends summer school, he/she will also be reviewed at the end of the summer session(s). Students whose records are not reviewed at the end of spring or summer will be reviewed when they submit a FAFSA for the current year or upcoming year. The academic year for Satisfactory Academic Progress (SAP) eligibility determination is comprised of the fall, spring, and summer terms.

The SAP standards will not automatically apply to any hours forgiven under the University of South Carolina Aiken Academic Forgiveness Program. Students who have been granted academic forgiveness under this policy must contact the Office of Financial Aid for further assessment.

In determining a student's SAP standing, classes in which a student receives a W, WF, I, U, NR, or F are counted as attempted hours but not hours earned. Only grades of A, B, C, D, S, and T are counted as attempted hours and hours earned. Students enrolled in audit courses (AUD) will not receive financial aid for these classes. Grades of W, NR, I, U, S, T and AUD are not used when computing GPA. Receiving grades of W, WF, I, U, NR, or F can negatively impact the percentage of completion. Repeated courses and transfer hours accepted by USC will be counted in both attempted hours and hours earned.

There are two ways a student can re-establish their eligibility for financial aid:

1. A student must bring his/her GPA and/or completion rate up to the minimum standards, as stated above, to regain financial aid eligibility. At the end of the term after meeting SAP standards, the student will regain financial aid eligibility. A student should consult with a Financial Aid Counselor to ensure aid eligibility is reinstated for the next period of enrollment.

2. Transfer credit accepted by USCA that applies to the student's program can affect **c**ompletion rate. If transfer credit is accepted by USCA the student should request a review of their SAP status to determine if eligibility has changed.

If a student has experienced special circumstances during the evaluation period that he/she did not meet SAP standards, an appeal to request reinstatement of financial aid eligibility can be submitted. A completed appeal form, letter of explanation addressing academic performance, and supporting documentation are required before the appeal is reviewed. Acceptable supporting documentation is outlined on the Financial Aid Satisfactory Academic Progress Appeal Form.

Special circumstances are limited to 1) serious illness to student or immediate family member, 2) death of an immediate family member, 3) job-related issue, 4) victim of a crime, and 5) other events leading to inability to successfully complete course requirements.

For students not completing a degree or program of study within a maximum timeframe of 150%, the reason for appeal is limited to second degree, double major or change of major.

If the appeal request is granted, the student will be placed on financial aid probation for a minimum of one semester only if it is mathematically possible for the student to meet minimum standards at the end of that semester to maintain eligibility.

A student who cannot meet the minimum standards in one semester will be required to submit a degree audit from DegreeWorks. The degree audit is designed to allow the student to take only courses required in his/her program of study with the following conditions;

- Successfully complete all attempted credit hours (i.e. no withdrawals or failing grades)
- Maintain a term GPA of at least 2.0

For students on financial aid probation, SAP is checked each semester and evaluated based on the above conditions. If the student fails to meet these conditions, he/she will become ineligible for financial aid.

If the appeal request is not granted, the student will remain ineligible for financial aid until he/she meets all minimum standards.Students may not submit an appeal for two consecutive review periods. Undergraduate students in a four year program may submit a maximum of two appeals for the duration of their program; graduate students may submit a maximum of one appeal.

Incomplete appeals will not be reviewed. If additional information is required, an email will be sent to the student's USCA email account as well as a message posted on the Self-Service Banner System. After 30 days of being incomplete, the appeal will be denied.

Once all required documentation is submitted, students will be notified electronically of the outcome of their appeal. Appeal decisions will be updated on the Self-Service Banner system. **The decision of the Financial Aid Appeals Committee is final.**

Deadline for receipt of appeals in the Office of Financial Aid is 30 calendar days prior to the end of the semester for which aid is requested.

Academic Scholarships

USC Aiken Scholarships - USC Aiken has a limited number of established scholarships. These scholarships are designed to recognize qualities of leadership, merit, and academic performance and to assist students in achieving their educational goals. All university scholarships are awarded to support institutional priorities. All fully admitted, degree-seeking students are automatically considered for these scholarships annually based on their student profiles. Some awards can be renewed for up to 3 additional years.

South Carolina Student Aid Programs - For complete information on the LIFE, SC HOPE and Palmetto Fellows Scholarship programs, please visit the USC Aiken Financial Aid Web Page at www.usca.edu/financialaid.

Grants

Federal Pell Grant - Students may apply for a Federal Pell Grant if they are enrolled in a program of study and have not already earned a bachelor's degree. Eligibility is determined by the US Department of Education. To apply for a Federal Pell Grant, students should complete a FAFSA. They will receive notification of eligibility. The amount of the award will be based on the determination of eligibility and the cost of attendance at USC Aiken.

Federal Supplemental Educational Opportunity Grant (SEOG) - Using funds provided by the federal government, the University makes SEOG Grants available to a limited number of undergraduate students with greatest financial need.

These grants are awarded to eligible full-time undergraduate students who have not already earned a bachelor's degree. In order to determine eligibility, students must complete the FAFSA. Funds in this program are very limited and are awarded to Pell-eligible students with the greatest financial need on a first come/first served basis.

South Carolina Need-based Grant - The SC Need-based Grant is available for a maximum of eight full-time semesters. The Grant will not be available for summer school or periods of attendance other than fall and spring semesters. In order to qualify for consideration for a South Carolina Need-based Grant at USC Aiken, a student must meet all of the following minimum requirements:

- Be a needy student as defined by Title IV Federal Student Aid Programs for determining eligibility for federal student financial aid. The student must complete a Free Application for Federal Student Aid (FAFSA).
- Be a legal resident of the state of South Carolina.
- Be enrolled as an undergraduate student at least half-time (6 credit hours each term) and seeking his/her first undergraduate degree.
- Certify that he or she has never been convicted of any felonies, has not been convicted of a second alcohol or drug-related misdemeanor offense within the 12 months prior to the period of the award, and is of good moral character by submitting a signed affidavit to the Office of Financial Aid.
- Be making satisfactory progress as defined in USC Aiken's "Satisfactory Academic Progress Policy" which is available on the Financial Aid web page. On every award notification, students are provided with the web address for Financial Aid "Terms and Conditions" which references this policy.
- Maintain a minimum 2.0 grade point average.
- Certify that he or she does not owe a refund or repayment on any state or federal grant and is not in default on a loan under the Federal Perkins Loan or Federal Stafford Loan Programs.

Employment

Federal Work-Study (FWS) Program - This program provides jobs for students who have financial need. USC Aiken participates in the Federal Work-Study program and helps coordinate job placement on campus.

The Federal Work-Study Program provides part-time on-campus and community service employment to USC Aiken students. The salary is at least equal to the current minimum wage. A student must complete a FAFSA in order for eligibility to be determined. Students must be enrolled at least half-time. Students who are awarded FWS may be employed for up to 15 hours per week. The average award usually allows 10 hours per week. The students' work schedule will be set around their class schedule. Funds in this program are limited and are awarded on a first come/first served basis.

Loans

The Federal Direct Loan Program (subsidized and unsubsidized) - The Federal Direct Stafford Loan Program provides low-interest, long-term loans to eligible students through the US Department of Education. Subsidized Direct Loans are awarded based on financial need. The federal government pays the interest on these loans while the student is enrolled in school at least half-time (six semester hours), during the grace period and during deferment periods. Unsubsidized Direct Loans are not based on financial need. Interest begins accruing after the first disbursement. Students have the option of paying the interest monthly or quarterly while in school and during the grace period or having the interest capitalized and added to the principal amount of the loan upon entering repayment.

Maximum Loan Amounts

Freshmen - $5,500 for dependent students (maximum $3,500 subsidized) $9,500 for independent students (maximum $3,500 subsidized)

Sophomores - $6,500 for dependent students (maximum $4,500 subsidized) $10,500 for independent students (maximum $4,500 subsidized)

Juniors/Seniors -$7,500 for dependent students (maximum $5500 subsidized) $12,500 for independent students (maximum $5500 subsidized)

Graduate Students -$20,500 (unsubsidized loans only)

Aggregate Loan Limits

Undergraduate - $31,000 for dependent students (maximum $23,000 subsidized) $57,500 for independent students (maximum $23,000 subsidized)

Graduate -$138,500 (maximum $65,500 subsidized)

The graduate limit includes Federal Direct Loans received for undergraduate study.

Federal Direct PLUS Loans (for parents of dependent students) - Loan. Loan amounts under this program are limited to the student's cost of education minus other financial aid awards. Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Loan. The repayment period for each Direct PLUS Loan begins on the date the final loan disbursement is made. There is no grace period for Direct PLUS Loans. Parents have the option of postponing payments until six months after the student ceases to be enrolled at least half time. Parents must contact the Direct Loan Servicing Center to request a postponement of payments. Interest will accrue during the postponement period. The loans have a fixed rate for the life of the loan. Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall - August,

Spring - January). One-semester loans are disbursed at the beginning of the semester for the full loan amount.

Federal Direct PLUS Loan for Graduate Students - Graduate PLUS Loans provide long-term loans to graduate students through the US Department of Education. Loan amounts under this program are limited to the student's cost of educa¬tion minus other financial aid awards. Graduate students may be denied a PLUS Loan due to adverse credit history. Graduate students must complete the FAFSA to be considered for a PLUS Loan; and are only considered for this loan after applying for the maximum Federal Direct Loan. The repayment period for each Graduate PLUS Loan begins on the date the final loan disburse¬ment is made. There is no grace period for Graduate PLUS Loans. Students have the option of requesting an in school deferment from the Direct Loan Servicing Center. Interest will accrue during the postpone¬ment period. The loans have a fixed rate for the life of the loan. Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall - August, Spring - January). One semester loans are disbursed at the beginning of the semester for the full loan amount.

South Carolina Teachers Loan Program - South Carolina Teachers Loan Program provides loans in amounts up to $2,500 for freshmen and sophomores. All other students may borrow up to $5,000 per academic year up to a cumulative maximum amount of $20,000. Loan indebtedness will be 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 in South Carolina. If one teaches in both a critical subject and geographic area simultaneously, his/her loan shall be cancelled at the rate of 33 1/3% or $5000, whichever is greater, for each full year of full-time teaching. The subject areas deemed critical at the time an individual applies will be honored for cancellation when one begins teaching; critical geographic areas must be deemed critical at the time of employment. If the student decides not to teach, the interest rate shall be the rate on the Federal Direct Unsubsidized Loan plus 2%, not to exceed 8.25%.

Career Changers Program - The Career Changers Program provides loans to individuals wishing to enter the teaching profession. The program provides annual loan amounts of $15,000, up to a cumulative amount of $60,000. Loan indebtedness will be 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 in South Carolina. If a person teaches in both a critical subject and geographic area simultaneously, his/her loan shall be cancelled at the rate of 33 1/3% or $5,000, whichever is greater, for each full year of full-time teaching. The subject areas deemed critical at the time an individual ap¬plies will be honored for cancellation when he/she begins teaching; critical geographic areas must be deemed critical at the time of employment. If the student decides not to teach, the interest rate shall be the rate on the Federal Direct Unsubsidized Loan plus 2%, not to exceed 8.25%.

Veterans' Benefits

Students can find this information at the Veteran and Military Student Success Center, Penland Administration Building Room 107.

Vocational Rehabilitation

Students with disabilities may obtain grants-in-aid covering tuition, fees, books, supplies, and transportation through the Vocational Rehabilitation Service. Detailed information may be obtained from the Vocational Rehabilitation Department in Aiken.

How to Apply For Financial Aid

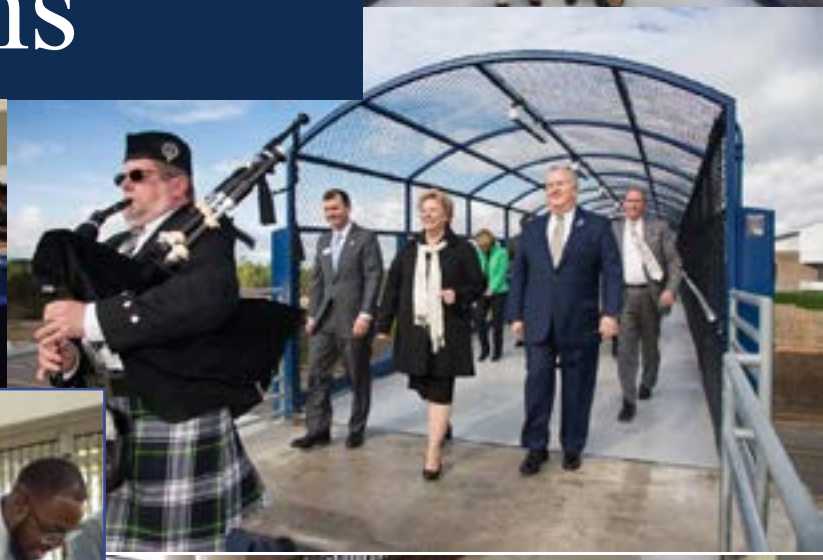
1. Make application for admission to USC Aiken. Financial aid is awarded only to students who satisfactorily complete the requirements for admission.

2. Submit the Free Application for Federal Student Aid (FAFSA). Application may be made online at www.fafsa.gov.

3. After students have been formally accepted for admission, their requests for aid will be considered.

4. All students who wish to apply for financial aid for the summer terms are required to complete a summer student aid application and submit the application to the USC Aiken Office of Financial Aid by the established deadline. These applications are available in early April of each year

Academic Affairs & Regulations



Academic Affairs and Regulations

As the chief governing body of the University, the Board of Trustees delegates power to the President and faculty in accord with its policies. Subject to the review of the President and the Board of Trustees, the faculty retains legislative powers in all matters pertaining to the standards of admission, registration, instruction, research, and extracurricular activities; the requirements for and granting of degrees earned; the courses; the curricula; the discipline of students; the educational policies and standards of the University; and all other matters affecting the conduct of academic affairs.

The University reserves the right to make changes in degree requirements, course offerings and academic regulations at any time when in the judgment of the faculty, the President or the Board of Trustees such changes are in the best interests of the students and the University. Within these same guidelines, the University reserves the right to require testing for placement in academic courses.

Registration at the University assumes the student's acceptance of all published academic regulations, including those which appear in this Bulletin and all others found in any official announcement.

Official policies of the University listed below are published in the *USC Aiken Student Handbook,* which is available through the Division of Student Life and Services and the Office of the Student Government Association:

1. Student Judicial Process
   - A. Academic Code of Conduct
   - B. Student Discipline System
   - C. Student Grievance Procedure
2. University Policy on Use of Alcohol and Drugs by Students
3. University Policy on Campus Solicitation

Rights of Bulletin

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements for the particular degree set forth in the *USC Aiken Bulletin* current at the time of the student's initial enrollment, or any subsequent *USC Aiken Bulletin*, provided the student has not been absent from active enrollment at USC Aiken for a period exceeding three years (thirty-six months). Transfer credit awarded to a student who has been absent from the University for more than 36 months must be re-evaluated according to the standards in effect at the time the student is readmitted. However, a student is restricted in his/her choice of requirements to one specific *USC Aiken Bulletin*. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific *USC Aiken Bulletin*.

Within the eight-year limit, an undergraduate student who is absent from the University for no longer than three years and who returns to complete his or her program of study, will have the right to continue under the *USC Aiken Bulletin* in effect at the time of original enrollment. Alternatively, the student may elect the degree requirements set forth in the *USC Aiken Bulletin* in effect at the time of re-enrollment.

When a student has been absent from enrollment at USC Aiken for a period in excess of three years, the student is restricted in his/her choice of program requirements to those set forth in the *USC Aiken Bulletin* in force at the time of re-enrollment or any subsequent *USC Aiken Bulletin*.

Under no circumstances will students be allowed to appeal to short-lived rules, regulations, and/or curricular requirements which were adopted and subsequently abandoned during the period of their absence.

Academic Affairs

The office of the Executive Vice Chancellor of Academic Affairs and Provost provides supervisory authority to two colleges and three professional schools and the units therein, to the library, to the Ruth Patrick Science Education Center, to the Center for Student Achievement, to the Successful Transition and Readiness (STAR) Programs, to the Center for Teaching Excellence, to the Office of Institutional Effectiveness, and to the Division of Enrollment Management.

Graduate Degrees

Master of Business Administration

Currently, USC Aiken offers the Master of Business Administration (MBA) for STEM and Liberal Arts. This MBA program is designed exclusively for students with a background in one of the STEM fields (science, technology, engineering, mathematics) or any of the liberal arts. In contrast to most traditional MBA programs, the MBA for STEM and Liberal Arts will only accept students who do not hold an undergraduate business degree. The curriculum is designed to introduce non-business students to basic business skills that will allow them to be successful either within their current organization or as entrepreneurs starting their own small business.

Pending approval by the South Carolina Commission on Higher Education and SACS COC, beginning in January 2018, the MBA program will be moving to a totally online format and modifying its curriculum so that any student with a bachelor's degree can be accepted into the program and select one of five specializations. For more information, see page 165.

Master of Education in Educational Technology

The Master of Education Degree in Educational Technology is designed to provide advanced professional studies in graduate-level course work to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training (e.g., software development, multimedia development, assistive technology modifications, web-based development, and distance learning). For more information, see page 170.

Master of Science Degree in Applied Clinical Psychology

The Master of Science Degree in Applied Clinical Psychology provides graduate study and clinical experience in preparation for careers in applied clinical and counseling settings and as a foundation for students interested in pursuing doctoral studies. Students enrolled in this program are expected to pursue a plan of study to assure increased professional competence and breadth of knowledge in the field of clinical and counseling psychology. For more information, see page 175.

Baccalaureate Degrees

General Education Requirements

USC-System Common Curriculum

The purpose of the USC-System Common Curriculum is to recognize the essential curricular requirements that campuses which are common to all. Collectively campuses are in agreement that the following competency categories are shared: written and spoken communication, numerical and analytical reasoning, foreign language or culture studies, natural science, and history. As is the current practice, each institution will identify courses which meet the competency requirements and these will be accepted across the USC-System to meet the USC-System Common Curriculum. At each of the USC-system institutions the USC-System Common Curriculum is consistent with the individual institution's own general education and major program requirements. Students who in their freshman year take courses within this common curriculum will be able to transfer to any campus within the system without losing any transfer credit. Students need to be cognizant of required courses in the major at the institution to which they are transferring to ensure that all courses

within the common core count within the major. Unit heads at each of the campuses have the right to determine which courses within the common core count within the majors.

The USC-System Common Curriculum is described as follows:

Competency Category	Credit Hour
Communication/Writing	6
(English 101/102)*	
Communication (Oral)	3
(Public Speaking, Interpersonal Communication)*	
Numberical/Analytical Reasoning	6
(Math/Statistics/Logic)*	
Natural Sciences	7
Biology, Chemistry, Physics, Geology, Astronomy)*	
History	3
(U.S. History/World Civilization)*	
Social/Behavioral Science	3
(Sociology, Anthropology, Geography, Psychology, Economics, Political Science)*	

***USC Aiken current General Education Requirements.**

The general education requirements address the goals of the USC Aiken mission statement. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields.

These goals are intended to provide a breadth of experience in the critical disciplines which are the foundation of a liberal arts education.

Although these requirements take the form of individual courses, integration of knowledge is critical to the learning experience. Students are expected to pursue their studies in an ethical, honest manner. component of all majors.

Degrees Offered

The chart on pages 48-49 provides a comprehensive listing of fields available as academic majors at USC Aiken. The programs are arranged by disciplinary area rather than by college, school, or department.

Degree Requirements

A student must successfully complete at least one hundred and twenty (120) semester credit hours with a minimum Institutional GPA of 2.0 to earn a baccalaureate degree. Some degree programs require more credit hours and/or a higher System GPA. General education requirements are a component of all majors.

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences..... 7-8
   Biology, Chemistry, Physics, Geology, Astronomy (Science require two labs for a total of eight hours)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1] 9
   Communication (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion

B. Intellectual and Practical Skills.....16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102.....6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and ENGL A102 through concurrent enrollment, AP, etc.) with a grade C or better in order to fulfill general education requirements and before taking Writing Intensive Courses (see #6) and other English courses.
3. Oral Communication[2] 3
   COMM A201 or COMM A241
4. Math/Statistics/Logic.....6
   Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Courses offered as writing intensive are designated with the WI behind the course title as posted in the schedule of classes in Self Service Carolina (S SC)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on page 31..

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad, internship, service learning, faculty-mentored research, capstone.

Humanities Course Definition: Study in the Humanities and fine arts develops an understanding of what it means to be human - the struggles and aspirations, achievements and failures, values and visions that help us make sense of our lives and our world. Situating the events, customs, and symbols of people throughout time in their appropriate cultural contexts furthers the development of verbal, perceptual, and imaginative skills needed for organizing and understanding our world in communicable ways. Courses designed to fulfill the humanities requirement focus on cultural and intellectual expressions through historical, hermeneutic, cultural, and aesthetic investigations. Courses in philosophy, religious studies, languages (both classical and modern), literature, history, history and appreciation of the visual and performing arts, and designated areas in communications, such as rhetoric and intercultural communication are included among those considered to be humanities.

By contrast, those courses that primarily focus on developing a skill, such as writing, performance or production courses in the arts, technique or professional skills courses in communications, and those language courses that focus on learning to speak and write a different language at an elementary level, will not satisfy the humanities requirement.

The following courses meet the Humanities general education requirement:

Art History (ARTH: A105, A106, A206, A312, A335, A397, A398

Communication (COMM): A351, A352, A353, A355, A358, A450, A455, A462

English (ENGL): A281, A282, A283, A284, A285, A286, A288, A289, A290, A291, A293, A295, A301, A362, A385, A389, A390, A391, A392, A393, A394, A395, A396, A401, A405, A407, A411, A412, A415, A416, A417, A419, A423, A424, A425, A426, A427, A428, A429, A430, A431, A435, A449, A474, A480, A485, A491, A494

Languages, Literatures, and Cultures:
French (FREN): A302, A303, A305, A306, A308, A388, A397, A399
German (GERM): A303, A305, A395, A397, A398, A399
Spanish (SPAN): A303, A307, A319, A320, A321, A340, A380, A388, A397, A399, A426, A488, A498

History: All History courses. Note: If HIST A101 or HIST A102 is used towards thie History of Civilization requirement, the same course cannot count for the Humanities requirement. Also, if HIST A201 or HIST A202 is used towards the American Political Institutions requirement, the same course cannot count for the Humanities requirement.

Honors (HONS): A101

Humanities (HSSI): A107, A201, A202, A211, A301

Music (MUSC): A173, A175, A371, A372, A373, A374, A393

Philosophy (PHIL): A102, A211, A302, A303, A304, A311, A312, A350, A390, A399

Religion (RELG): A101, A103, A301, A302, A390, A399

Theatre (THEA): A161, A361, A362, A363

Non-Western World Course Definition:

A non-Western world studies course is any course which focuses substantially on the culture of a region of the world other than Europe or those areas in which the dominant culture is European, (*e.g.,* the United States, Australia, New Zealand). Study of the cultures of the indigenous peoples of these countries (*e.g.,* Maori, Apache, Iroquois, Aborigines) may be acceptable, but this would not include the study of "assimilated" ethnic groups (*e.g.,* African-American, Japanese-Americans). Courses focusing on US/European involvement in other regions of the world (*e.g.,* the Vietnam War, the British colonization of Africa) will not satisfy the non-Western world studies requirement.

The following courses have been approved as meeting the non-Western world studies general education requirement:

Art History
ARTH A397 Topics in Non-Western Art History (3)

Anthropology
ANTH A102 Understanding Other Cultures (3)
ANTH A315 Peoples of the Indian Subcontinent (3)
ANTH A352 Anthropology of Magic and Religion (3)
ANTH A490 Topics in Anthropology (3)

Communication
COMM A450 Intercultural Communication (3)

English
ENGL A291 Introduction to Non-Western Literature (3)
ENGL A385 Studies in Non-Western Literature (3)
ENGL A396 Global Women Writers (3)
ENGL A435 African and African-American Literature (3)

History
HIST A345 (3), HIST A346 (3), HIST A361 (3), HIST A362 (3), HIST A366 (3), HIST A330 (3), HIST A448 (3), HIST A492 (3)

Languages, Literatures and Cultures
FREN A303 Francophone Culture and Civilization (3)
FREN A306 Survey of Non-Western French Literature (3)
FREN A388 Selected Non-Western Topics in Translation (3)
SPAN A303 Latin American Culture and Civilization (3)
SPAN A320 Survey of Latin American Literature (3)
SPAN A321 Survey of Latin American Literature II (3)
SPAN A380 Hispanic Cultures and Identities (3)
SPAN A388 Selected Non-Western Topics in Translation (1-4)
SPAN A397 Hispanic Film (3)
SPAN A426 Afro-Hispanic Literatures (3)
SPAN A488 Selected Non-Western Topics (1-4)

Music
MUSC A175 World Music (3)

Political Science
POLI A122 Global Politics (3)
POLI A123 Non-Western Politics (3)
POLI A330 International Organization (3)
POLI A344 International Political Corruption (3)
POLI A483 Middle Eastern Politics (3)
POLI A487 Politics and Governments of Africa (3)
POLI A492 Non-Western Topics (3)

Religion
RELG A103 Comparative Religion (3)

Sociology
SOCY A410 Social Demography (4)

Writing Intensive Course Definition:

After successful completion of ENGL A101 and A102, students will complete three courses officially designated as writing intensive (WI). ENGL A201 cannot be used to satisfy this requirement. Students must take a minimum of one WI course within their major. For transfer students, WI credit will be calculated as follows:

Credit Hours Earned	No. of WI courses required	WI credit given
<30 hours	**3 WI courses (1 in major)**	**0**
30-59 hours	**3 WI courses 1 in major**	**0**
60-89 hours	**2 WI courses (1 in major)**	**1**
>90 hours	**1 WI course in major**	**2**

All WI courses must require the equivalent of at least 15-20 pages of word-processed written work as part of the overall grade. Each WI class should include explicit instruction in writing as it relates to a given discipline. Students must have the opportunity to benefit from the instructor's comments as they revise and edit their written work. Instructor comments should focus on some combination of clarity of purpose, quality of thought, organization of content, synthesis and integration of sources, attribution and documentation of sources, language and style, and grammar and usage as appropriate within the discipline.

In 100- and 200-level courses, writing might consist of shorter assignments (e.g. 8-10 one- to two-page papers or 4 three- to four-page papers), essay exam responses, and/or writing-to-learn assignments (e.g. journal assignments, brief responses to readings, short research assignments, repsonse to peer writing, or lab reports.) In 300- and 400-level courses, longer papers might be more appropriate (e.g. 2 ten-page papers, or 1 ten- and 2 five-page papers).

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of piority registration.

Note: Individual major degree programs may require specific courses within each category and may add requirements.

Please also see the sections of the USC Aiken Bulletin describing the major programs of study for any limitations on general education requirements.

Inter-Curricular Enrichment (ICE) Program

Student participation in the Inter-Curricular Enrichment (ICE) Program is among the requirements for graduation from USC Aiken. Students are required to attend approved events that include lectures, performances, films, concerts, and exhibits. The Inter-Curricular Enrichment (ICE) Program is designed to support USC Aiken's goal to produce "engaged learners and principled citizens" by broadening students' cultural and intellectual perspectives.

Requirement: USC Aiken undergraduate students who are admitted in Fall 2009 and thereafter will attend at least two ICE events per

academic semester up to a total of 16 over their 4-year college career. Students will not be approved to receive their degree until they have met the ICE requirement.

Specific provisions of the program are as follows:

- Undergraduate students admitted in Fall 2009 and thereafter are required to attend at least two ICE events per academic semester in order to graduate.
- Transfer students and change-of-campus students will be awarded ICE credits based on the number of credit hours they bring to USC Aiken, and must subsequently attend two ICE events per semester until they reach a total of 16.
- Part-time students will complete two ICE events for every 15 hours of completed course credit.
- Students admitted to and enrolled in degree programs that are delivered entirely online will be given online options to earn ICE credits.
- Freshman Convocation will constitute the first ICE event for entering freshmen.
- Participation in ICE events will be recorded and monitored for each student.
- The calendar of ICE events will be available online.
- Students participating in university Study Abroad programs may earn two ICE credits while overseas by participating in pre-approved inter-curricular academic events.
- On occasion, a student may be granted special permission to receive ICE credit for attendance at an off-campus event if he/she can demonstrate an inability to attend on-campus programs. Any such exceptions must be approved in advance by the Assistant Vice Chancellor for Academic Affairs.
- Students may not miss regularly scheduled classes to participate in an ICE event.
- Expectations for student behavior are the same at ICE events as in the classroom.

Writing Proficiency Portfolio

The Writing Proficiency Portfolio (WPP) serves a twofold purpose:

1. to certify each student's writing proficiency within the context of general education assessment, and
2. to make all students aware of the necessity for developing and transferring their writing skills beyond the composition sequence.

To these ends, each student must submit a writing proficiency portfolio between 60 and 90 hours. **Application for graduation will not be allowed until the student has satisfied the writing proficiency requirement.** Transfer students who have completed 60 hours at other institutions are given up to thirty hours in residency at USC Aiken to build their portfolios; however, transfer students must satisfy the portfolio requirement in the semester before applying for graduation.

Students are encouraged to visit the USC Aiken Writing Room regularly during their first 60 hours to work on their academic writing. Any questions concerning this portfolio process should be addressed to the Director of Writing Assessment in the Department of English.

For the schedule of submission deadlines, please consult the USC Aiken Undergraduate Calendar.

Students should consult their advisors about meeting the deadline for submission of the portfolio. Failure to submit the portfolio on time can place a student's anticipated graduation in jeopardy.

The Writing Proficiency Portfolio (WPP) is designed to allow students seeking a baccalaureate degree from USC Aiken an opportunity to demonstrate their ability to apply the skills and competencies they began to develop in the composition sequence to university writing contexts beyond that level. It will consist of three course-related papers selected by the student as examples of his/her best writing in the English language and one reflective essay annotating the various reasons for his/her selections. At least one of the three course-assigned papers must include researched writing. Essays, extended essay exam answers, or other appropriate written assignments may be used. No more than one of these may come from the composition sequence. Since the portfolio is designed to show the range of a student's writing, the student is encouraged to select work from a variety of courses. Papers produced through group work should not be submitted. Each selection must be identified by course title, semester taken, and instructor's name. All of these three papers may be rewritten to demonstrate the student's current writing proficiency, for a paper deemed satisfactory at the freshman level may not adequately demonstrate proficiency at the rising-junior level. The reflective essay will serve as a cover essay for the portfolio and should discuss the reasons the student selected each paper.

While papers from USC Aiken classwork are preferred, transfer students may submit papers from other academic settings. Transfer students who enter USC Aiken with fewer than thirty (30) hours of required coursework to complete at USC Aiken may elect to enroll in ENGL A201 in lieu of portfolio submission.

Those students who have demonstrated competency in university-level writing will be certified as having satisfied USC Aiken's expectations concerning writing proficiency within the context of general education requirements. Students who demonstrate exceptional competency will be recognized as meritorious. Students whose portfolios do not meet minimum competency by falling below the benchmark, will be advised to **either** resubmit for reconsideration **or** enroll in and pass ENGL A201: Writing in the University with a grade of "C" or better

Major Requirements

Each baccalaureate degree program includes courses to enable specialization in a particular area of interest. The competencies to be gained in the course of study in the major are specified in the description of each major.

Cognates

A cognate is an additional concentration of study intended to support course work in the student's chosen major. Cognates differ from minors (see below) as cognate courses may be distributed over more than one subject area and more than one department. Cognate courses should be junior-senior level courses and must be approved by the student's major department. Cognates or minors are required for most degrees. The specific cognate requirements for each degree program are outlined in the *Bulletin*. Courses taken toward a cognate cannot be counted as major or general education requirements, with the exception of free electives.

Minor

A minor prepares the student in a second field which may or may not be directly related to the major field. Requirements are established by the department/school which offers the minor program. See department listings for specific minor requirements. Courses taken toward the minor cannot be counted toward major or general education requirements, with the exception of free electives. All courses must be passed with a grade of "C" or higher. Students should notify their advisor and the department chair/dean of the minor which is selected. Declaration of a minor may be made on the request a minor form on the Office of the Registrar website. A list of minors available is presented on page 49.

Electives

The number of elective credits varies according to the major the student selects. See the descriptions of specific degree programs beginning on pages 49-50 of the *Bulletin.* Elective credits for participation in University performing ensembles may be counted up

to a maximum of four credits.

Technological Literacy

USC Aiken uses technology to enhance student learning. Students receive training in the use of appropriate technology through their academic majors. Details are provided in the descriptions of individual degree programs.

Program of Study

Students are expected to follow the program outlined for their major as closely as possible, particularly within the first two years. When special problems arise, the student may consult the department chair/dean before consulting the Executive Vice Chancellor for Academic Affairs and Provost.

Students must pursue required courses in the prescribed sequence. Failure to do so may lead to scheduling difficulties. Students may find courses they wish to take either not available or closed to those without advanced standing.

Under current regulations, students who have failed to complete successfully all of the freshman requirements may not enroll in courses in their major field beyond the sophomore level. In this case, students may take electives until the deficiency is removed.

Students who enroll in classes for which prerequisites or other defined requirements have not been met may be removed from those classes.

Declaration of Major

The college experience provides an opportunity for exploration of many disciplines and fields of study. Therefore, students are not required to select a major at the time of admission to the University.

Students who have earned 30 semester hours and wish to continue their studies at the University should declare a major in a program for which they meet entrance or progression requirements. Undecided and change-of-major students should use the resources available in the Center for Student Success and in Career Services to help them choose a major.

Students must complete a special admission process prior to the junior year for some programs (Business Administration, Education, and Nursing).

Change of Major

Students who wish to change their major, advisor, or degree must complete a Change of Major/Advisor form in the Center for Student Achievement and meet with a faculty member designated by the department chair or school dean. Once the signed change of Major/Advisor form is returned to the Center for Student Achievement, the change will be processed. Credits earned in one degree program are not necessarily applicable toward other degrees. When a student changes a major, he/she should obtain written verification of applicability of credits earned from the chair/dean of the department/school in which the new degree or major is offered. The Center for Student Achievement is located in the back of the Gregg-Graniteville Library.

Registration

To be officially enrolled in the University, students must be academically eligible, complete the registration process with the Office of the Registrar, and possess a receipt for payment of current academic fees. USC Aiken offers Self Service Carolina (SSC) as a means of registration. A student may also use SSC to access grades, view current class schedule, review fees, process tuition bills, check for time tickets during Priority Registration as well as other services during each academic year.

Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the university calendar to avoid paying a late registration fee of $5.00 per day ($50.00 maximum). After late registration, a $40.00 reinstatement fee will be charged in addition to all other fees.

Not paying tuitition in the hope of having all courses and financial obligations to the University is strongly discouraged. Students are responsible for knowing payment and refund information and for taking action themselves to drop a class or completely withdraw from the semester according to the published dates in the academic calendar and refund schedule.

Academic Advisement

Students are responsible for completing all requirements for their degree. Academic advisors and the department faculty in the major are responsible for evaluating progress toward the degree and for interpreting and applying major requirements. Normally students will be able to progress by accepting the advice of their academic advisor. Undecided students are advised by a special group of advisors.

Transient and non-degree students will not be assigned advisors but may consult with advisors in the Center for Student Achievement about courses. To register, non-degree students must have a signed waiver from an advisor in the Center for Student Achievement.

Course Credit

The number of class meetings per week for one semester usually determines the credit value of each course. Two or three laboratory hours (one period) are equivalent to one class meeting. The semester hour credit for each course is included in each course description.

Course Numbering

Courses numbered from 101 to 599 are available for undergraduate credit. Courses numbered 600 and higher can be taken only for graduate credit.

Course Descriptions

Course descriptions are listed immediately following the various program outlines in this Bulletin.

Example: SOCY A355 Minority Group Relations. [=AANP 332] (3) (Prereq: C or better in SOCY A101)

The elements of the course descriptions are as follows:

1. **Academic discipline**. Course descriptions are arranged alphabetically by discipline. The four-letter abbreviation is the acronym used for course registration and all academic records.
   Example: SOCY

2. **Course number and title** appear in bold type.
   Example: A**355 Minority Group Relations**

3. **Crosslisting**. In the case of courses which are offered in an identical form by two or more departments/schools or disciplines, all listings by which they may be identified appear in parentheses between the course title and indication of credit hours. An equal to sign [=] indicates such equivalencies.
   Example: **[=AANP 332]**

4. **Credit hours**. The number in parentheses indicates the semester credit hours awarded for successful completion of the course. In the case of course sequences where two or more related courses are included in the same entry, a statement such as "3 each" indicates that all courses in the sequence carry the same credit. If the courses do not all carry the same credit, the credit hours awarded for each course are individually itemized. Variable credit, indicated by an entry such as "3-6", is employed in the case of courses whose content and credit are to be individually determined.
   Example: **(3)**

5. **Prerequisites**. Any necessary prerequisites or corequisites, indicated by the abbreviations "prereq" and "coreq," are given in parentheses after the credit hours.
   Example: (Prereq: C or better in SOCY A101)

Auditing

Auditing a course entails attending classes and listening without actively participating in the class. A student who audits a class is not responsible for any assignments or examinations. No credit may be earned in an audited course by examination or otherwise. **No audited course may be repeated for credit at a later date.**

Students should submit the request for permission to audit a course to the instructional department concerned and should specify the semester when they wish to audit. **The applicant must complete the prescribed procedure for enrollment through the Registrar's Office prior to the last day to add a class for that semester.** A student must have been admitted to the University to be eligible to audit a course. **If a student decides to take the course for credit, he/she may change from audit to credit by the published deadline to change a schedule for that semester.** Auditors who are not enrolled as full-time students will be charged the current rate per credit hour.

Pass/Fail Option

Students may elect to take one or more free elective courses under the Pass/Fail option each semester. (See Grading System on page 37 for all regulations pertaining to Pass/Fail.) A Pass/Fail Option form must be completed and returned to the Registrar by the published deadline to elect the Pass/Fail option for a particular semester. The student will receive the hours earned if the course is passed, but the grade point average will not be affected by a course taken Pass/Fail.

Independent Studies

Advanced students may be afforded the opportunity to conduct an independent study of a topic not covered in other courses under the guidance and supervision of a professor. Under normal circumstances a student may not take a regularly scheduled course on an independent study basis. All independent study courses must involve work which is clearly of an academic nature. The student must complete a significant body of work which is evaluated and graded.

All students taking courses on an independent study basis must have an approved independent study contract on file with the department and the Registrar's Office. This contract must be completed by the instructor and the student and approved by the advisor and department chair/dean. Students must present their approved copy when registering for the course. The contract must include a detailed specification of the work the student is expected to complete and an explanation of how the student's grade will be determined. Published academic calendar deadlines and the established grading system apply to independent studies.

Independent study courses are intended primarily for juniors and seniors who desire advanced intensive work on a specific topic and, therefore, do not count toward general education requirements.

Repetition of Course Work

Students may repeat any course. All registrations will appear on the student's permanent record and all grades will be computed in the student's grade point average. Course credit for graduation will be given only once unless otherwise stipulated in the course description.

Course Grade Forgiveness

Beginning with the Fall 2007 semester, it is the policy of the University of South Carolina Aiken that every currently enrolled, fully-admitted, degree-seeking undergraduate student earning a "D+", "D", "F", "FN,"or "WF" in a USC Aiken course may take up to two (2) undergraduate courses for a second time for the purpose of grade forgiveness. (This limit of two is system-wide regardless of the number of campuses a student attends.) Both the first and second grades shall appear on the USC permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record.

This policy does not preclude students from repeating classes multiple times, in accordance with program requirements, but only the second attempt at the class may forgive the original grade of "D+", "D", "F" "FN," or "WF". Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed eight credits) on a student's undergraduate academic record, without regard to the number of degrees sought. Under the grade forgiveness policy, the forgiven and repeated class must both be taken at the same USC campus in the Fall 2007 semester or thereafter.

Established requirements for repeating classes, admission to, or progression in, specific academic programs of the University take precedence over the grade forgiveness policy. Program or progression grade point averages are not affected by this policy. Refer to the guidelines for each program for specific requirements.

Only a regular letter grade can replace a forgiven grade. Grades of "W", "I", "S", "U", or "AUDIT" may not replace previous grades. Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness.

Students who have been granted Academic Forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. **Please refer to the Bulletin entry for Academic Forgiveness for Former USC Students with Less Than a 2.00 Cumulative GPA. Courses transferred from other institutions are excluded from this policy.**

Semester honors (dean's or president's honor list), academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy. Eligible students wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her undergraduate enrollment by completing an application for Grade Forgiveness, but no applications will be honored after the degree is awarded. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

Concurrent and Transient Enrollment

Concurrent enrollment means attending USC Aiken **and** another USC campus or another college at the same time. Transient enrollment means **leaving** USC Aiken for a semester or more to attend another USC campus or another college in-state or out-of state.

Permission for either concurrent or transient enrollment is obtained on a Request to Earn Credit Through Special Enrollment form available from the Office of the Registrar. Courses must be approved by the appropriate department chair/dean and the form must be signed by the student's advisor and department chair/dean before it is submitted to the Office of the Registrar for processing. The Office of the Registrar will also confirm the USC Aiken equivalent of each course taken in this manner based on transfer articulation tables developed by the Office of Admissions or as determined by the unit head of the academic area in which the course is housed. Students who wish to enroll in concurrent or transient work at another USC campus can usually register for those classes in Aiken.

Students wishing concurrent or transient enrollment at a college outside the USC system must remember the following:

a) Students are not permitted to take the last 25% of credit hours for their degree through concurrent or transient enrollment. Students who believe they have grounds for an exception should submit an Academic Petition and should allow approximately four weeks for a decision. See page 41 for more information regarding the In-Residence Requirement.

b) Courses taken outside the USC system must be passed with a letter grade of "C" or better in order for USCA to award credit.

c) Courses taken outside the USC system transfer back to USC Aiken as "hours earned" only; therefore, they are not calculated into the System GPA and have no bearing on suspension or probation.

USC Aiken students who obtain credits as **transient/concurrent**

students must have all official transcripts sent directly to the Office of the Registrar at USC Aiken from each institution the student attends. This includes institutions the student attends during summers or while in transient or concurrent enrollment status, whether or not the student earns satisfactory grades or the credits apply to the degree sought.

Transient/Concurrent Study at USC Aiken

Students from another USC campus must obtain permission from their advisor or college dean/school head to take courses at USC Aiken by completing a Request to Earn Credit Through Special Enrollment form. Many times, students may register on their home campus for USC Aiken courses. Once the work is completed, the grades automatically transfer and are calculated into the student's Institutional GPA.

Students from outside the USC system must be admitted to USC Aiken prior to taking courses. The Office of Admissions will send notification of acceptance as concurrent or transient students. Registration procedures and academic calendar deadlines must be observed by all transient students, including meeting the pre-requisites of the USC Aiken class(es). If a USC Aiken class has a pre-requisite, the student must furnish transcripts that can support their eligibility in the class. Once their work is completed, students from outside the USC system must request that an official transcript be sent to their home college.

Senior Citizens

South Carolina state law (59-111-320) authorizes USC Aiken to permit legal residents of South Carolina at least sixty years of age to attend classes without the payment of tuition, **on a space-available basis**, provided that such persons meet admission and other standards deemed appropriate by the University and do not receive compensation as full-time employees. To enroll in a course, senior citizens must first complete all the necessary paperwork required by the Office of Admissions and submit a request for specific classes to the Office of the Registrar where they will actually be registered. Because the law stipulates this be done on a space-available basis, senior citizens will not be registered until after the general student population has completed registration. The Office of the Registrar staff will do this on the third day of classes in fall and spring and on the first day of classes for Maymester and summer. Changes in enrollment status (i.e. changing from credit to audit or audit to credit) must be completed by the last day to change a course schedule or drop without a grade of **"W"** being recorded, as published in the session and refund table located on the USC Aiken website at http://web.usca.edu/records/session-and-refund-dates.dot.

Semester Course Load and Course Overload

To graduate within 4-5 years, a student should earn a minimum of 15 credit hours per semester in academic studies.

New students are eligible for 18 hours or more if they have a total score on the SAT of 1000 or higher.

A continuing student who wishes to take 18 or more hours must have earned a GPA of at least 3.0 for the preceding semester's work (on a minimum of 12 semester hours) and must have the approval of the advisor and the department chair/dean. Permission is required for an overload even if part of the course load is on an audit basis. An advisosr can provide overload permission via an email to OVERLOAD which lists the name and VIP ID of the student along with the total number of hours he/she may take. Students must pay an additional fee for 17 or more credit hours.

Maymester

Maymester is a compressed term, usually two weeks in length held between the close of the Spring semester and the beginning of the first Summer term. Although Maymester offers students a versatile schedule, complications can arise, especially for financial aid recipients. It is therefore very important to refer to the USC Aiken website at http://web.usca.edu/records/index.dot for special course information, tuition deadlines, withdrawal deadlines, final examination schedule, and grade reporting information. **Typically, a student must drop a Maymester course on the first day of class in order to avoid any financial responsibilities. Failure to pay the bill will not absolve the student of Maymester obligations.**

Summer Sessions

The summer session consists of a variety of terms covering both Maymester and the traditional Summer I and Summer II formats as well as classes that are scheduled the entire summer. Any student regularly enrolled in the University may take work applicable to his or her degree program during the summer session. All regulations governing the regular academic year pertain to the summer session as well. **A student must drop a summer class within the first two days of class in order to avoid any financial responsibilities. Failure to pay the bill will not absolve the student of summer payment obligations. The following site should be used http://web.usca.edu/records/refund-information/.**

The University reserves the right to cancel any course in the event of inadequate enrollment. Registration in any course may be closed when the maximum enrollment has been reached.

Maymester and Summer Session Course Loads

The maximum load allowed in Maymester is one course. The maximum load allowed in each summer session is two courses and associated labs. An overload in Maymester or either summer session must be approved by the student's academic advisor and department chair/dean according to the criteria described under "Course Overload."

Changes in Registration

Schedule Adjustments

Students may make adjustments to their schedules during the drop-add period listed on the schedule of class offerings for that semester. Students must obtain permission on an advisement form or in the Notes section of Degree Works to drop or add a class, to change credits, to change from audit to credit or to change from credit to audit. No permission from the advisor is needed for changing sections. No student should present him/herself for registration without an advisement form signed by the appropriate advisor. Students may also make schedule adjustments via Self Service Carolina (SSC) once advisor approval has been given. **Failure to drop a course by the published deadline and through proper channels may result in the assignment of a grade of "F" or "FN" as well as obligation to all or a portion of the tuition.**

Dropping a Course

A student who is considering dropping a class should first consult with his/her academic advisor. Students who drop a class or classes during the first week of a semester, the Schedule Adjustment Period, will have no record of the dropped courses on their permanent transcript. Courses dropped will not enter into the computation of hours attempted or the grade point average. Courses dropped after the Schedule Adjustment Period but prior to the last day to withdraw without academic penalty (as published in the University's academic calendar) will receive a grade of **"W"** which will be recorded on the student's permanent record but will not be used in computing his/her grade point average. The last date to receive a "W" for Fall semesters is October 31st, while March 31st is the last date to receive a "W" for Spring semesters.

A grade of **"WF"** will normally be recorded for any course dropped after October 31st in Fall or March 31st in Spring.

Courses that meet in special parts of term and in Maymester or summer have a more compressed timeframe and therefore different dates all registration transactions. (See "Withdrawal from the University" later in this section for more details.)

If a student drops a class or classes and is due a refund, the paperwork will be processed by the Registrar's Office and the Business Services Office and a check will be mailed to the student. (See "Fees and Refunds" section

of this Bulletin for more information.)

Failure to drop a course by the published deadline and through proper channels will result in the assignment of a grade of "F" or "FN."

Right Of Petition

Undergraduate students who wish to request an exception to the academic regulations regarding admissions or academic progression at the University should apply to the USC Aiken Scholastic Standing and Petitions Committee.

The student's petition for a modification of academic regulations must be submitted with a recommendation from the department chair/dean. The student will be allowed only one appearance before the Committee on the basis of a documented petition. Should the student's request be denied by the Committee even after personal appeal, the student may appeal to the Executive Vice Chancellor for Academic Affairs and Provost. The Executive Vice Chancellor and Provost's response may be reviewed by the Chancellor, whose decision will be final.

Graduate students who wish to request an exception to the academic regulations of the University should apply to the academic unit that directs the student's program. After the internal process has been exhausted, the student may apply to the USC Aiken Graduate Advisory Council for approval. The student's petition for a modification of academic regulations must be submitted with a recommendation from the department chair/dean. The student will be allowed only one appearance before the Council on the basis of a documented petition. Should the student's appeal be denied by the Council, the student may appeal to the Executive Vice Chancellor for Academic Affairs and Provost. The Executive Vice Chancellor and Provost's response may be reviewed by the Chancellor, whose decision will be final.

Once a Change of School Form has been completed, students enrolled in USC Aiken off-campus programs, shall be entitled to relief from any academic complaint or grievance through the student grievance procedure established in the applicable USC Regional Campus Student Handbook. After a judgment has been rendered on that campus, an appeal to the Executive Vice Chancellor for Academic Affairs and Provost at USC Aiken and a subsequent appeal to the USC Aiken Chancellor may be made.

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitutions for or exemptions from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed program of study, students should consult the department chair/school dean for their major before proceeding.

Requests to deviate from the general education requirements after enrollment at USC Aiken must be presented on an Academic Petitions Form, available from the Registrar's Office. The student must obtain the signature of the advisor and the dean/department chair before returning the Petition to the Registrar. The Registrar will submit the request to the Scholastic Standing and Petitions Committee for approval/disapproval. If the petition is approved, it will become part of the student's permanent record. If the petition is denied, the student will have the right to make a personal appeal to the Scholastic Standings and Petitions Committee at its next meeting. Should a student's personal appeal be denied by the Committee, the student may then appeal to the Executive Vice Chancellor for Academic Affairsand Provost, and, if necessary, to the Chancellor, whose decision shall be final. **Students should allow a minimum of one month for such requests to be reviewed.**

Requests to deviate from the major requirements of a program of study must be approved by the school/department. The student should submit a memo describing the requested change and the rationale for the substitution. The memo must be signed by the advisor, dean/department chair, and the Executive Vice Chancellor for Academic Affairs and Provost and then returned to the Registrar's Office.

Course Substitutions for Students with Disabilities

Students with documented disabilities may be eligible for a course substitution. Based on appropriate documentation, the Coordinator of Disability Services determines whether a course substitution should be recommended. Students should be aware that a disability will be revealed to faculty and staff involved in evaluating a recommendation for a course substitution.

If the recommendation for a substitution applies to a course in the major, the student will follow the procedure for course substitutions outlined above.

If the recommendation for a substitution applies to a general education requirement, the student will submit an Academic Petition to the department chair/dean of the student's major along with a memo from the Coordinator of Disability Services stating that a substitution is recommended. The department chair/dean will decide whether or not the course in question is "essential" to the major. If the course is deemed to be essential, the petition is disapproved at this point. If the course is not determined to be essential, the department chair/dean of the student's major in consultation with the department chair/dean of the unit offering the course will determine which course(s) may be used as a substitute. The Academic Petition will be returned to the Registrar and forwarded to the Scholastic Standing and Petitions Committee for approval/disapproval as described in the Course Substitutions policy above.

Cancelled Classes

Occasionally a class will be cancelled due to insufficient enrollment or for some other legitimate reason. When this happens, the Records Office will automatically remove the students from the class and give them the option of either seeing their advisor and adding another class by the deadline to add classes or taking a 100% refund. Students are not responsible for any paperwork in this instance unless they want to add a substitute class.

Enrollment Discrepancies

At various times during the semester, faculty report absenses and students who have failed to show up for class. When students are notified of this issues, it is up to them to take action and withdraw from the University. There are no administration drops or withdrawals.

Withdrawal From The University

A student desiring to withdraw from the University for a semester should consult his/her academic advisor and then drop his/her classes from Self Service Carolina. Any refund the student may be due will be mailed to him/her by the Business Services Office. If a student withdraws during the Schedule Adjustment Period, there will be no record of enrollment for that semester on his/her permanent record. The next period in which a "W" is assigned starts the second week of class and lasts until October 31st for Fall and March 31st for Spring. A grade of **"WF"** will normally be recorded for any course dropped after the October 31st or March 31st of the respective term (pro-rated for shortened and elongated parts of terms and Maymester/summer).

Withdrawal Due to Extenuating Circumstances

If a student needs to withdraw after the last day to receive a "W" for the term because of extenuating circumstances such as prolonged illness or debilitating accident, the student must complete the regular university withdrawal form and an additional form for Withdrawal Due to Extenuating Circumstances. Both forms are available in the Registrar's Office. A student seeking withdrawal due to extenuating circumstances must withdraw from all courses for that term. The student should present a written explanation along with supporting documents and forms to the Executive Vice Chancellor for Academic Affairs and Provost for initial approval. The student will then present the documents to the appropriate instructors. Each instructor must sign the form and assign the grade of **"W"** or **"WF"**.

A **"W"** is assigned if the student was passing the class at the time of the extenuating circumstances. A **"W"** does not affect the student's grade point average. A **"WF"** may be assigned if the student was not passing

the course at the time of the extenuating circumstances. The **"WF"** is calculated as a failing grade in the student's grade point average. When all instructor signatures have been obtained, the form must be returned to the Executive Vice Chancellor for Academic Affairs and Provost for final approval and forwarding to the Records Office for processing.

Students have only one semester following the term for which they are seeking withdrawal for extenuating circumstances to complete the entire process including the paperwork. For example, a student who became ill during the spring semester would have until the end of the following fall semester both to request a withdrawal and process the paperwork. The Executive Vice Chancellor for Academic Affairs and Provost typically will not consider requests for withdrawal due to extenuating circumstances if the student completes the required work in a course and is assigned a letter grade or if a student is assigned some combination of passing and failing grades during the term for which the withdrawal is sought.

It is important for students to understand that even if they are taking only one course per semester, the proper procedure is to log into Self-Service Carolina and drop it. Failure to complete the withdrawal process may result in the loss of a possible refund and/or the assignment of failing grades in all courses for that semester.

Class Attendance

When students enroll in a particular course, they obligate themselves to complete all the work which may be assigned. Punctual and regular attendance is vital to the discharge of this obligation. The faculty of each department or school will determine the attendance policy for courses taught under its authority. The department or school may establish one uniform policy for all of its courses, may set unit policies for certain courses only, or may allow individual faculty members to determine attendance policy for their own classes. In the latter case, the department or school will review the individual policies and modify them as the unit sees fit.

All instructors must include the policy they intend to follow in each course syllabus which will be distributed to all students enrolled in the course.

Each policy, whether departmental or individual, will clearly explain the rules pertaining to class attendance and the limits regarding class absences. It may establish an allowable number of class absences which students may accumulate without penalty. If a policy limits the number of absences allowed, it should also list reasons for absences (for example, documented incapacitating illness, official representation of the University, death of a close relative, religious holidays, jury duty). Excused absences do not absolve a student of responsibility for the completion of all assigned work in the class. A student should inform the instructor of any anticipated absences. It is the responsibility of the student to complete any work missed during an absence.

In the event of an impasse between the student and instructor on whether an absence will be excused or on any other issue related to attendance, the student may appeal the instructor's decision to the chair of the department or dean of the school in which the course is taught. If the conflict cannot be resolved at that level, the student or the instructor may appeal the decision through the established University appeals procedure.

Faculty Attendance

In the event that any instructor is prevented from meeting class at the appointed time, and in the absence of any information regarding class dismissal from another faculty member or the departmental administrative specialist, students are required to wait fifteen (15) minutes before assuming that class will not be held.

Student Deportment

It is the instructor's right to dismiss from the class any student who disrupts or disturbs the proceeding of the class. If the student who has been dismissed causes similar disturbances in subsequent meetings of the class, he/she may be denied admittance to the class for the remainder of the semester and be assigned a grade of **"F"**.

Faculty should refer to the *USC Aiken Faculty Manual,* 4.1-4 for further information regarding the University's class attendance policy.

Final Examinations

Regular final examinations for spring and fall semesters are held over a five-day period at the close of each semester. Summer term examinations are held during a two-day period at the close of each session. Maymester final exams are held for only one day. Examination schedules are published on the University's web site. Final examinations for laboratory sections may be administered during the last scheduled meeting of the lab. No final examination for any other course may be held outside of the officially scheduled examination time without the special permission of the Executive Vice Chancellor for Academic Affairs and Provost.

By consent of the instructor, a student may be transferred from one examination section to another if the instructor teaches more than one section of the same course.

Any student who is scheduled to take more than two exams on the same day may take one of the exams on another day of the exam week. This change in the exam schedule must be coordinated with the appropriate department chair or dean.

Students who are absent from any final examination may be given the grade of "F" in the course if they have not offered an excuse acceptable to the instructor.

Re-examination for the purpose of removing an "F" or raising a grade is not permitted. No early examinations are given for graduating seniors.

Transfer Credit

Transfer students are given credit for their previous college work after careful evaluation by a team of evaluators. The student is notified via email that the evaluation has been completed and that the student may review the resulting evaluation by using Degree Works which is available in Self Service Carolina. Each transfer course will show the equivalency to an appropriate USC Aiken offering.

Following admission to USC Aiken, if a student wishes to earn credits for coursework at another institution, he or she must complete a Special Enrollment Request and obtain approval from the academic advisor and the appropriate department chair/school dean prior to enrollment.

Only undergraduate courses taken at a regionally accredited institution of higher education which are comparable in content and credit hours to specific courses offered by USC Aiken and in which grades of "C" or better have been earned will be accepted for transfer. See the State policy regarding transfer credit from a two-year institution on the following page. It is permissible for credit from a graduate level course to be used for an undergraduate waiver of a requirement if it is carefully examined and approved by the appropriate department chair/dean. This waiver will only be granted on a case-by-case basis for exceptional circumstances. As a general rule, the following kinds of courses do not transfer:

1) those strictly occupational or technical in nature,
2) those remedial in nature,
3) those considered upper division or upper level at USC Aiken that were taken at a two-year institution,
4) those not listed as part of the two-year institution's college parallel program.

A maximum of **30** semester hours earned in educational experiences in the military, off-campus extension classes or while classified as a 'special student' may be accepted as partial fulfillment of the requirements for an undergraduate degree.

Transfer: State Policies and Procedures

Background

Section 10-C of the South Carolina School-to-Work Transition Act (1994) stipulates that the Council of College and University Presidents and the State Board for Technical and Comprehensive Education, operating through the Commission on Higher Education, will develop better articulation of associate and baccalaureate degree programs. To comply with this requirement, the Commission upon the advice of the Council of Presidents established a Transfer Articulation Policy Committee composed of four-year institutions' vice presidents for academic affairs and the Associate Director for Instruction of the State Board for Technical and Comprehensive Education. The principal outcomes derived from the work

of that committee and accepted by the Commission on Higher Education on July 6, 1995, were:

An expanded list of 86 courses which will transfer to four-year public institutions of South Carolina from the two-year public institutions;

A statewide policy document on good practices in transfer to be followed by all public institutions of higher education in the State of South Carolina, which was accepted in principle by the Advisory Committee on Academic Programs and the Commission;

Six task forces on statewide transfer agreements, each based in a discipline or broad area of the baccalaureate curriculum.

In 1995 the General Assembly passed Act 137 which stipulated further that the South Carolina Commission on Higher Education "notwithstanding any other provision of law to the contrary, will have the following additional duties and functions with regard to the various public institutions of higher education." These duties and responsibilities include the Commission's responsibility "to establish procedures for the transferability of courses at the undergraduate level between two-year and four-year institutions or schools." This same provision is repeated in the legisla tion developed from the Report of the Joint Legislative Study Committee, which was formed by the General Assembly and signed by the Governor as Act 359 of 1996.

Act 137 directs the Commission to adopt procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina. Proposed procedures are listed below. Unless otherwise stated, these procedures became effective immediately upon approval by the Commission and were to be fully implemented, unless otherwise stated, by September 1, 1997.

Statewide Articulation of 86 Courses

1. The Statewide Articulation Agreement of 86 courses approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions will be applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have synonymous courses to ones on this list, it will identify comparable courses or course categories for acceptance of general education courses on the statewide list.

an institution does not have synonymous courses to ones on this list, it will identify comparable courses or course categories for acceptance of general education courses on the statewide list.

Admissions Criteria, Course Grades, GPAs, Validations

2. All four-year public institutions will issue annually in August a transfer guide covering at least the following items:

A. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.

B. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic coursework taken elsewhere, for h.than a given time ago, for academic coursework taken elsewhere, for coursework repeated due to failure, for coursework taken at another institution while the student is academically suspended the student is academically suspended at his/her home institution, and so forth.

C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.

D. Institutional procedures used to calculate student applicants' GPAs for transfer admission. Such procedures will describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they will also describe whether all coursework taken prior to transfer or just coursework deemed appropriate to the student's intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.

E. Lists of all courses accepted from each technical college (including the 86 courses in the Statewide Articulation Agreement) and the course equivalencies (including "free elective" category) found at the home institution for the courses accepted.

F. Lists of all articulation agreements with any public South Carolina

two-year or other institution of higher education, together with information about how interested parties can access these agreements.

G. Lists of the institution's Transfer Officer(s) personnel together with telephone and FAX numbers, office address, and e-mail address.

H. Institutional policies related to "academic bankruptcy" (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim

elsewhere is done without regard to the student's earlier record.

I. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.

3. Coursework (individual courses, transfer blocks, statewide agreements) covered within these procedures will be transferable if the student has completed the coursework with a "C" grade (2.0 on a 4.0 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any G.P.A. requirements or other admissions requirements of the institution or program to which application has been made.

A. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale will apply such entrance requirements equally to transfer students from region ally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institu tion.

B. Any multi-campus institution or system will certify by letter to the Commission that all coursework at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

4. Any coursework (individual courses, transfer blocks, statewide agreements) covered within these procedures will be transferable to any public institution without any additional fee and without any further encumbrance such as a "validation examination," "placement examination/instrument," "verification instrument," or any other stricture, not withstanding any institutional or system policy, procedure, or regulation to the contrary.

Transfer Blocks, Statewide Agreements, Completion of the AA/AS Degree

5. The following Transfer Blocks/Statewide Agreements taken at any two-year public institution in South Carolina will be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:

Arts, Humanities, and Social Sciences: Established curriculum block of 46-48 semester hours

Business Administration: Established curriculum block of 46-51 semester hours

Engineering: Established curriculum block of 33 semester hours

Science and Mathematics: Established curriculum block of 51-53 semester hours

Teacher Education: Established curriculum block of 38-39 semester hours for Early Childhood, Elementary, and Special Education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult transfer blocks, as relevant, to assure transferability of coursework.

Nursing: By statewide agreement, at least 60 semester hours will be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed Registered Nurse.

6. Any "unique" academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #4 above musteither create its own transfer block of 35 or more credit hours with the approval of CHE staff or will adopt either the Arts/Social Science/Humanities or the Science/Mathematics block. The institution at which such program is located will inform the staff of the CHE and every institutional president and vice president for academic affairs about this decision.

7. Any student who has completed either an Associate of Arts or Associate of Science degree program at any public two-year South Carolina institution which contains within it the total coursework found in either the Arts/Social Sciences/Humanities Transfer Block or the Math/Science Transfer Block will automatically be entitled to junior-level status or its equivalent at whatever public senior institution to which the student might have been admitted. (Note: As agreed by the Committee on Academic Affairs, junior status applies only to campus activities such as priority order for registration for courses, residence hall assignments, parking, athletic event tickets, etc. and not in calculating academic degree credits.)

Related Reports and Statewide Documents

8. All applicable recommendations found in the Commission's report to the General Assembly on the School-to-Work Act (approved by the Commission and transmitted to the General Assembly on July 6, 1995) are hereby incorporated into the procedures for transfer of coursework among two- and four-year institutions.

9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred. (Contact the South Carolina Commission on Higher Education's Division of Academic Affairs for copies of this report.)

Assurance of Quality

10. All claims from any public two- or four-year institution challenging the effective preparation of any other public institution's coursework for transfer purposes will be evaluated and appropriate measures will be taken to reassure that the quality of the coursework has been reviewed and approved on a timely basis by sending and receiving institutions alike. This process of formal review will occur every four years through the staff of the Commission on Higher Education, beginning with theapproval of these procedures.

Statewide Publication and Distribution of Information on Transfer

11. The staff of the Commission on Higher Education will print and distribute copies of these Procedures upon their acceptance by the Commission. The staff will also place this document and the Appendices on the Commission's Home Page on the Internet under the title "Transfer Policies."

12. By September 1 of each year, all public four-year institutions will place the following materials on their internet websites:

A. A copy of this entire document.

B. A copy of the institution's transfer guide.

13. By September 1 of each year, the State Board for Technical and Comprehensive Education will place the following materials on its internet website:

13. By September 1 of each year, the State Board for Technical and Comprehensive Education will place the following materials on its internet website:

A. A copy of this entire document.

B. Provide to the Commission staff in format suitable for placing on the Commission's website a list of all articulation agreements that each of the sixteen technical colleges has with public and other four-year institutions of higher education, together with information about how interested parties can access those agreements.

14. Each two-year and four-year public institutional catalog will contain a section entitled "Transfer: State Policies and Procedures." Such section at a minimum will:

A. Publish these procedures in their entirety (except Appendices)

B. Designate a chief Transfer Officer at the institution who will:

- provide information and other appropriate support for students considering transfer and recent transfers
- serve as a clearinghouse for information on issues of transfer in the State of South Carolina

C. See the USC Aiken Home Page (web.usca.edu) on the Internet to view the Transfer Guide published by this institution.

D. See www.SCTRAC.org for further information regarding transfer policies.

Other Means of Earning Credits

A student who is currently admitted or enrolled may receive credit by examination in one of the following ways:

Challenge Exams

In rare instances, currently admitted or enrolled students may receive credit for a course by requesting a challenge exam and earning a "B" or better on the exam. Credit will appear only as hours earned and will not affect the grade point average. Departments and schools determine which of their courses may be challenged and the number of challenge exams that may be applied to major course requirements. Department chairs/deans should be consulted for individual unit guidelines.

Challenge exams are not permitted under the following circumstances:

*if the student is currently enrolled in the course;

*if the student was previously officially enrolled in the course, for credit or audit, at any college or university;

*if the student has previously challenged the course unsuccessfully; or

*if the course is a laboratory or activity course.

Also, if an appropriate faculty member is not available to develop and/or administer the exam, the school dean/department chair may decline or postpone the request. Challenge exams are not typically administered in the summer.

Any student who wishes to receive credit for a course through a challenge exam should take the following steps:

1) Consult the school dean/department chair of the unit that offers the course to be challenged for verification of eligibility and approval to take the Challenge Exam.

2) Obtain a Credit by Examination form from the Registrar's Office.

3) Pay the Business Services Office an examination fee of $25.00 per credit hour and obtain a fee receipt for the amount paid.

4) Have the form signed by the school dean/department chair and the instructor who will administer the exam.

5) Present the form with the attached fee receipt to the Executive Vice Chancellor for Academic Affairs to be signed.

6) Present the fee receipt and the form with all required signatures to the instructor who will administer the exam. Complete the Challenge Exam. A Challenge Exam should be completed by the end of the semester in which the student applied to take such an exam. The instructor will record on the form the letter grade earned on the exam and will forward the form with the attached fee receipt to the Registrar's Office within two weeks of the date when the exam is taken.

College Level Examination Program (CLEP)

The University awards credit for CLEP subject examinations. Applications for CLEP examinations may be obtained by calling 1-800- 922-9755, ext. 2782. By attaining an acceptable score, a student may receive credit equal to that normally earned in the comparable University course. After the exam is taken, CLEP will send the student a score report which should be forwarded to the Registrar. The department chair/school dean will decide whether to award credit based on the score. More detailed information concerning the CLEP subject examinations accepted, the scores required, and the USC Aiken equivalents can be found at HTTP://WWW.USCA.EDU/RECORDS/CLEP-CREDIT-AND-CHALLENGE-EXAM- INFORMATION.DOT.

Grading System

Grading Symbols

Grade	Explanation	Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Above Average	2.5
C	Average	2.0
D+	Below Average	1.5
D	Poor	1.0
F	Failure	0.0
FN	Failure due to attendance/never attended	0.0
T	In Progress	0.0

No minuses are used in the University's grading system.

FN (Failure-Non-Attendance) grades are assign4ed to students who never attended or have stopped attending class but have not officially dropped or withdrawn. Faculty are required to provide a last date of attendance when assigning this grade. The grade and the last date of attendance are used in determining the recalculation of awarded funds for financial aid recipients. Reporting the last date of attendannnnnnnce is critical to avoid potential financial liability for the institutions.

S and **U** indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried under **P**ass/**F**ail or non-credit options. The **S/U** designation is used also for research courses, workshops, and seminars in which regular academic grades are not awarded. The use of the **P**ass/**F**ail grading option in such courses is indicated in their Bulletin descriptions. Credit hours will be awarded for courses in which an **"S"** is earned, but the grade will not be calculated into the GPA.use of the **P**ass/**F**ail grading option in such courses is indicated in their Bulletin descriptions. Credit hours will be awarded for courses in which an **"S"** is earned, but the grade will not be calculated into the GPA.

W may be assigned in exceptional cases to a student who is performing satisfactorily but who withdraws after the withdrawal deadline due to extenuating circumstances. Assignment of a "W" requires the approval of the instructor and of the Executive Vice Chancellor for Academic Affairs. A grade of **"W"** will be treated in the same manner as a passing grade in the evaluation of suspension conditions. A "W" is not computed into the GPA.

WF will normally be recorded for any course dropped after the last day to receive a "WF" which is treated as an **"F"** in the evaluation of suspension conditions and is computed as an **"F"** into the student's GPA.

I or Incomplete, indicates satisfactory attendance and performance, but inability, due to extenuating circumstances, to complete some portion of the assigned work at the end of the semester. By permission of the instructor and the dean/department chair, the student will have a time not to exceed 12 months in which to complete the work before a permanent grade is recorded. A deadline of less than 12 months may be stipulated if agreed upon by both the instructor and the student. It is the responsibility of the student to insure that all required work is completed by the deadline stipulated in the contract for the incomplete. Students are not allowed to return to the classroom to complete this work, nor are they allowed to "sit in" on a subsequent section of the course.

An incomplete grade contract must be signed by the student, the instructor, and the dean/department chair and be on file in the Registrar's Office at the time the **"I"** grade is recorded. Incompletes are not computed in the GPA until the final grade is assigned. If an incomplete

computed in the GPA until the final grade is assigned. If an incomplete has not been made up by the end of the 12 month period, the **"I"** grade will become an **"F"** on the permanent record. In situations where the student has missed a majority of the semester for documented reasons, it is more appropriate for the student o seek withdrawal due to extenuating circumstances from the Executive Vice Chancellor for Academic Affairs and Provost.

AUD indicates a course was carried on an audit basis.

NR (No Report) is assigned by the Office of the Registrar only in situations when the submission of the normal Incomplete Contract and assignment of an **"I"** is not possible by the grade deadline. It is a temporary mark on the transcript and must be replaced by a grade. The instructor should notify the Registrar that a student has a problem that will prevent completion of an Incomplete Contract. The Office of the Registrar will then notify the student that the **"NR"** grade will be assigned and remind the student to contact the instructor to make arrangements to fill out an Incomplete Contract or complete the work, normally within four weeks after the date of the letter. If replacement of the **"NR"** does not occur before the last week of the spring or fall semester immediately following the term for which an **"NR"** was recorded, a grade of **"F"** will be automatically assigned. The **"NR"** does not affect the grade point average.

T (In Progress) Courses numbered 799 are restricted to thesis work (variable credit, 1-5 hours). Satisfactory progress in the thesis will be indicated by the grade of **"T"**. Unsatisfactory progress in the thesis will be indicated by the grade of **"U"**. Completion of the thesis will also be indicated by the grade of **"T"**. In addition, a Clearance Recommendation for Graduate Degree Applicants form will be submitted to the Office of the Registrar to indicate successful completion (oral defense and final written paper) of the thesis.

Pass/Fail Grading

The Pass/Fail option is designed to encourage undergraduate students to investigate fields outside of their major curriculum without affecting their grade point averages. Specific provisions of the Pass/Fail program are as follows:

1. Students are permitted to exercise the Pass/Fail option only on free elective courses.
2. The Pass/Fail option is available to all undergraduate students whose semester or cumulative GPA is a 2.0 or higher.
3. Students are permitted to take no more than eight courses on a Pass/Fail basis during their undergraduate careers.
4. A student wishing to exercise the pass/fail option must have the permission of the department chair/dean and the academic advisor.
5. The Pass/Fail option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
6. Normal prerequisites may be waived for students taking a course on a Pass/Fail basis at the discretion of the faculty member and department chair/dean.
7. A grade of **"S"** will be entered by the Registrar's Office from a regularly assigned passing grade; a failing grade will be recorded as **"U"**.
8. Credit hours will be awarded for courses in which an **"S"** is earned, but the grade will not be calculated into the GPA.
9. No course carried on a Pass/Fail basis will be counted toward the 12 hours required for either the President's or Dean's Honor Lists

Grade Point Average

The grade point average (GPA) is the average of the grades a student earns at the end of a semester. The GPA is obtained by dividing the total number of grade points by the total number of grade hours. The GPA is computed on the basis of all semester hours attempted for credit, except for credit hours carried under the Pass-Fail or audit options. Courses in which grades of **"S", "U", "T", "AUD", "NR",** or **"W"** are earned are not considered in computing the GPA.

The GPA is calculated as follows:

- Add all hours attempted (NOT hours earned).
- Determine the quality points for each course based on the following:

A =	4.0 quality points	C =	2.0 quality points
B+ =	3.5 quality points	D+ =	1.5 quality points
B =	3.0 quality points	D =	1.0 quality points
C+ =	2.5 quality points	F =	0.0 quality points
		FN=	0.0 quality points

- Multiply the credit hours carried for each course by the quality points for each course grade.
- Total the quality points.

> Divide the total number of quality points by the total number of grade hours.

Example:

	Grade	(AH) Attempted Hours	(HE) Credit Hours Earned	(GH) GPA Hours	(QO) Quality Points	Total Quality-Points for Course Quality Points x GPA Hours
AEGL-101	B	3	3	3	3.0	(3.0 x 3 = 9.0)
AHST-101	A	3	3	3	4.0	(4.0 x 3 = 12.0)
ABIO-101	D	4	4	4	1.0	(1.0 x 4 = 4.0)
ASCY-101	F	3	0	3	0.0	(0.0 x 3 = 0.0)
TOTALS		13	10	13		25.0

GPA = 25.0 (Quality Points)
13 (Grade Hours) = 1.92

Grade Reports

Grades are available through Self Service Carolina (SSC). Grade reports include a cumulative summary of all course work taken in the USC system. Students are encouraged to keep copies of their current grade reports.

In the event a student suspects a grade has been miscalculated or entered incorrectly, he/she should report the problem to the professor within thirty (30) days of when the course grade is assigned. If an error has been made, the professor should contact the Registrar's Office for a Course Grade Change form as soon as possible so the grade can be changed and the student's records promptly amended. Should an impasse between professor and student occur, the student should refer the problem to the dean/department chair supervising the professor.

Academic Standing

Classification Of Students

Academic classification is based on the total number of semester credit hours earned. A student must have earned:

30 hours to be classified as a **sophomore**,
60 hours to be classified as a **junior**,
90 hours to be classified as a **senior**.

Students are classified at the beginning of each semester.

Probation and Suspension Designations

The probation and suspension policy described below went into effect in Fall 1991 and was revised in Spring 2001 and Spring 2006. It applies to all USC Aiken students regardless of the year when they first started attendance at the University. Probation and suspension are based on the cumulative institutional GPA (IGPA), which is calculated using only grades earned at USC Aiken and/or other USC System campuses.

The following chart shows the various levels of grade point hours and GPA's for both probation and suspension.

IGPA Hours	Probation Levels	Suspension Levels
0-14	Below 1.2 IGPA	Not applicable
15-30	Below 1.4 IGPA	Below 1.0 IGPA
31-45	Below 1.6 IGPA	Below 1.4 IGPA
46-89	Below 1.8 IGPA	Below 1.6 IGPA
90-105	Below 2.00 IGPA	Below 1.8 IGPA
106 or more	Not applicable	Below 2.0 IGPA

The Registrar's Office sends both probation and suspension notices to the student's permanent address and to the student's USC Aiken email. These notices include all the information students need concerning the petitioning procedure and their ability to continue at the University.

Suspension

Suspension means a student may not attend the University during the time of his/her suspension. Students should be aware that once they are placed on suspension from the University, they are no longer making satisfactory academic progress as required for the continued receipt of financial aid (see page 24). Students petitioning for reinstatement to the University under the procedure listed below must file a separate appeal through the Office of Financial Aid in order to regain financial aid.

FIRST SUSPENSION: Students may attend summer school in the attempt to improve the cumulative Institutional GPA. Only summer work taken at USC Aiken or another USC campus is used to calculate this grade point average. Students on first suspension may also petition the Scholastic Standing and Petitions Committee (SS&P) to have the suspension lifted prior to serving it. If the student is not successful in either summer school work or in petitioning SS&P and subsequently exhausts all means of appeal, he she must sit out the semester of suspension. When the student wishes to return to USC Aiken he/she must complete an application for readmission in the Admissions Office and petition the Scholastic Standing and Petitions Committee (SS&P). See reinstatement petition process below for details.

SECOND SUSPENSION: Students may still attend summer school (only USC Aiken or USC system campuses) in the attempt to improve the cumulative Institutional GPA to the required level. Even if the GPA does improve to the necessary level, students on second suspension must still petition SS&P prior to their return to have the suspension lifted. If a student on second suspension is not successful in summer school work, fails to have a reinstatement petition approved and exhausts all means of appeal, he/she must leave the University for a period of two regular semesters. After this time has been served, the student must complete an application for readmission in the Admissions Office and petition the Scholastic Standing and Petitions Committee (SS&P). See reinstatement petition process below for details.

THIRD SUSPENSION: This is indefinite suspension from USC Aiken. Students on third suspension may attend summer school only if it can be mathematically proven that it is possible to improve the Institutional GPA to the required level during that time. This option is available only during the summer immediately after the indefinite suspension was issued.

Probation

Probation is a warning to the student that great effort should be taken to improve the cumulative Institutional GPA in the next semester. Students on probation are jeopardizing their chances of graduating in a reasonable time. It is quite likely that students on probation will eventually be placed on academic suspension unless they take their period of probation seriously. Students placed on probation will be notified in writing to the student's permanent address and the student's USC Aiken email by the Registrar's Office. There is no separation from the University involved with probation, but the following stipulations are imposed upon students on probation.

1. Students on probation are limited to taking a maximum of thirteen (13) credit hours during a regular semester until the GPA rises above the probationary level.
2. Students on probation are required to participate in the Pacer Success Program offered through the Center for Student Achievement.
3. Students on probation should limit participation in co-curricular activities such as sororities, fraternities, intramural sports,student publications, clubs.

- Students with a cumulative GPA less than 2.0 are prohibited from holding office in any student organization,including SGA and Pacer Union Board.

- Students with a cumulative GPA less than 2.0 are prohibited from holding any titled position on Pacer Times or any other University-sanctioned publication.

- Student athletes on probation are prohibited from participating in NCAA athletics. Exceptions require written permission from the Executive Vice Chancellor for Academic Affairs.

Failure to meet the stipulations of probation may affect a student's class schedule and future course enrollment.

Reinstatement Petition Process

The procedure for filing for reinstatement is the same for all students, regardless of their type of suspension:

1. The student must first complete a reinstatement petition, available online from the Registrar's Office website. The Registrar then prepares the petition and presents it at the next meeting of the Scho lastic Standing and Petitions Committee (SS&P).
2. There are set deadlines for the submission of petitions. Reinstate ment petitions for Fall semesters are due no later than August 1st. Spring reinstatement petitions are due the first day the University reopens after the New Year holiday. Each academic year the actual deadline dates are established for both the Fall and Spring semesters and are published in the USC Aiken Academic Calendar located on the USC Aiken web page.
3. Students who have completed Priority Registration before the suspen sion list is compiled will have their registration cancelled unless the reinstatement petition is on file by the appropriate deadline.
4. SS&P may approve a petition and attach restrictive stipulations. A student may be reinstated with the stipulation that he/she take only two courses, for example, or the stipulation may be that the student must obtain a specified GPA within that semester. SS&P may also disapprove a petition. The Registrar notifies students of all action taken. The Advisement Center is also notified, especially when students are reinstated with stipulations. Positive decisions made by SS&P cannot be appealed either to the Committee or the Executive Vice Chancellor for Academic Affairs and Provost.
5. Students whose petitions for reinstatement are disapproved may appear in person before the Committee at its next scheduled meeting.
6. If a reinstatement petition is denied after the personal appeal to the Committee, the student may appeal in writing to the Executive Vice Chancellor and Provost.
7. Should the student's petition be denied by the Executive Vice Chancellor and Provost, the student may appeal to the Chancellor whose decision is final.

USC Aiken honors the suspension and probation policies of other USC campuses and those campuses honor the policy at USC Aiken. If a student is placed on first suspension by USC Columbia, for example, and is later suspended by USC Aiken, the suspension from USC Aiken will be considered the student's second suspension.

Academic Forgiveness for Former Students

Academic Forgiveness is designed for former USC System students with less than a 2.00 cumulative GPA.

Academic Forgiveness means that students' past failures are forgiven to allow them to resume their college careers with a realistic possibility of completing a degree. In essence, the program will allow the calculation of a grade point average (GPA) based on the student's performance in courses taken after being granted academic forgiveness.

A student who meets all of the following conditions may apply for academic forgiveness:

1. The student was not enrolled at any academic institution for at least 48 months.
2. The student must be readmitted at the University of South Carolina Aiken and must complete at least 24 hours of degree-applicable graded course work with grades of "C" or better in each course prior to applying for academic forgiveness.
3. The student has not previously been granted academic forgiveness.

A student who has met these conditions and desires to receive academic forgiveness must submit the application for Academic Forgiveness for the evaluation and signatures of the student's advisor and dean/department chair. After obtaining these signatures and evaluation, the student must submit the petition to the Scholastic Standing and Petitions Committee. If the student's written petition for academic forgiveness is denied, the student may make a personal appeal before the Scholastic Standing and Petitions Committee at its next regularly scheduled meeting. If the student's appeal is denied, the student may appeal in writing to the Executive Vice Chancellor for Academic Affairs. If the petition is again denied, the student may appeal to the Chancellor, whose decision is final. After final action on the petition for academic forgiveness, the Chair of the Scholastic Standing and Petitions Committee shall inform the Registrar if academic forgiveness has been granted to the student.

Once academic forgiveness has been granted, the following rules apply to the student's academic record:

1. All curriculum requirements will be in accordance with those in force at the time of the student's readmission.
2. THE STUDENT MAY NOT RECEIVE ACADEMIC HONORS UPON GRADUATION.
3. The student's grade point average is recalculated beginning with the semester in which the student was readmitted to the university.
4. Courses in which the student received a passing grade of a **"C" or better** prior to readmission and the granting of academic forgiveness may, at the discretion of the student's school or department, be used for academic credit, but may not be used in the calculation of the grade point average.
5. The following statement shall appear on the academic record of any student granted academic forgiveness: "This student was granted academic forgiveness under the University of South Carolina Academic Forgiveness Program. No courses taken prior to _____ are used in the calculation of the GPA, but those in which the student received a passing grade of a **"C"** or better may be applied to meeting degree requirements."
6. The permanent academic record will remain an unmodified record of all work attempted at the University of South Carolina. Non-USC credits and GPA are still shown for those students with transfer/ transient work.

Academic Honors

The President's Honor List recognizes students who, in the previous semester, earned a GPA of 4.0 on a minimum of 12 semester hours. The Dean's Honor List recognizes students who earned a GPA of 3.50 or higher in the previous semester on a minimum of 12 semester hours. No correspondence course or course carried on a Pass/Fail basis will be counted toward the 12 hours required for the President's or Dean's Honor List. Academic honors are calculated at the end of Fall, Spring, and Summer.

Honors Program

For information on the USC Aiken Honors Program, see page 48.

Graduation

Students wishing to receive a degree from the University must complete the Apply to Graduate section of the Student tab in Self Service Carolina no later that the published deadline for that semester. This application is then forwarded by the Records Office to the advisor and unit head for review and feedback to Records.

Students will then begin receiving information from the Records Office and other offices as the date for Commencement approaches.

Degree candidates whose degree application has received preliminary approval may attend the graduation ceremony. Diplomas are mailed after official verification that all degree requirements have been met.

In-residence Requirement

The last 25% of the credit hours for a student's degree must be completed in residence at the University of South Carolina Aiken. In addition, at least half of the credit hours in the student's major and half of the credit hours in the student's minor (if applicable) must be taken at USC Aiken.

The preceeding chart shows the minimum number of credit hours required to be completed in residence at USC Aiken based on the total number ofcredit hours required for a degree.

Some programs impose greater student residence and/or major requiments. Regardless of the Bulletin used, students must complete the last 25% of the credit hours for the degree as described above.

"In residence"means that the student is regularly enrolled at USC Aiken. In-residence requirements may not be met by courses completed at other USC campuses, by exemption or exam, by correspondence, or by courses for which transfer credit was awarded. Courses taken under the Pass-Fail option meet in-residence requirements.

Total Number of Credit Hours Required for the Degree:	Minimum Number of In-Residence Credit Hours:
120 Hours	30 Hours
121-124 Hours	31 Hours
125-128 Hours	32 Hours
129-132 Hours	33 Hours
133-136 Hours	34 Hours
137-140 Hours	35 Hours
141-133 Hours	36 hours

Graduation With Honors

Graduation with honors will be based on a student's Total Institutional GPA. Honors designations are determined at the time of graduation and may not be applied retroactively.

To graduate with such honors, a student must have earned at least 60 credit hours applicable toward the degree in residence at the University.

The following designations indicate a consistently high level of academic achievement throughout a student's entire academic career:

Summa Cum Laude: A cumulative Collegiate GPA of 3.95 or higher
Magna Cum Laude: A cumulative Collegiate GPA of 3.75-3.94
Cum Laude: A cumulative Collegiate GPA of 3.50-3.74

Students who have specific questions concerning graduation with with honors should direct those questions to the Registrar.

Recognition of Honor Organizations at Commencement

Degree candidates are permitted to wear honor cords, stoles, and/or medallions representative of various honor or service societies authorized by the University of South Carolina Aiken. A one-time approval for recognition or for changes in the form of recognition must be obtained by the organization from the USC Aiken Campus Life Committee.

Second Undergraduate Degree

A student may earn a second baccalaureate degree provided that the additional requirements for the second degree include a minimum of 24 semester hours beyond those required for the first degree and a minimum of 144 semester hours total. In all cases the student must fulfill the complete degree requirements for both degrees (this stipulation includes all general education and major requirements plus the writing proficiency portfolio). A double major will not necessarily lead to the conferral of a second degree. The student may apply for two degrees at one time or separately. The student may receive 1) two B.A. degrees; 2) two B.S. degrees; or 3) a B.A. and a B.S. degree.

Double Major

To graduate with a double major, a student must fulfill all requirements for one degree and all of the major course requirements of a second. **A double major does not necessarily lead to a second degree**. If one or both of the student's two major programs normally requires a cognate or minor, that requirement is met with the second major. All requirements for the double major must be completed before graduation. The diploma and the baccalaureate degree will be awarded for the program for which all of the degree requirements have been met.

Any student who wishes to pursue a double major must complete a change of major form obtained from the Center for Student Achievement so that he/she may be assigned an advisor in each major area.

Academic Support Services and Offices

Academic Assessment

Academic assessment is the process of evaluating the extent to which students have learned and mastered the skills, knowledge, and values necessary for success in today's dynamic global environment. Measurement of these "learning outcomes" occurs throughout university classes, in co-curricular activities, in capstone projects, major field tests, student surveys, and in many other areas. The results of assessment are used for curricular improvements and adjustments as well as overall institutional improvement.

Faculty in each academic program have the primary responsibility for determining the appropriateness of these educational outcomes, which extend beyond student performance as registered by final course grades, as well as the methods and instruments for evaluating the level at which the outcomes have been accomplished. Because assessment methods should be chosen to evaluate the extent to which educational outcomes are achieved, different methods of assessment may be appropriate for different programs. Academic units are also responsible for assessing the extent of learning outcomes in general education courses delivered by their unit.

The Office of Institutional Effectiveness assists faculty, staff, and administrators in gathering data to evaluate the effectiveness of programs and services at USC Aiken as they promote student learning and advance the institutional mission. To this end, the Office of Institutional Effectiveness in conjunction with standing committees of the Faculty Assembly: administrators in gathering data to evaluate the effectiveness of programs and services at USC Aiken as they promote student learning and advance the institutional mission. To this end, the Office of Institutional Effectiveness in conjunction with standing committees of the Faculty Assembly:

- Coordinates and monitors the assessment of academic programs;
- Oversees and orchestrates the assessment of general education;
- Develops and administers surveys, tests, and other evaluation instruments.

Student participation in assessment activities is mandatory. Information pertinent to the assessment of the major or area of concentration is provided to students by the department from which the degree will be granted.

Students will be notified about times, dates, and locations of required assessment procedures. If a student fails to participate in a required assessment activity, a "hold" will be placed on that student's record. The "hold" will indicate that the student may not register for classes and/or that no diploma, certificate, grade report, or enrollment verification will be issued to or for the student. This "hold" will be removed after the student completes the required assessment(s).

The Center for Student Achievement

The Center for Student Achievement, located at the rear of the Gregg-Graniteville Library, encourages the academic success of USC Aiken students by assisting them in developing educational plans, connecting them to campus resources, and promoting engaged learning and personal responsibility. Below are descriptions of some of the services offered. More detailed information about these services, a full list of the free programs provided, and other academic resources can be accessed at http://web.usca.edu/csa.

Academic Advisement

The Center for Student Achievement helps connect USC Aiken students to their assigned advisor. Students are required to be advised prior to each registration period. While the advisor assists students in pursuing educational goals, it is ultimately the student's responsibility to ensure they are making progress toward degree completion.

Early Warning

The Early Warning process is a mechanism to alert students to specific behaviors and academic issues that may affect their academic perfor-

mance. USC Aiken faculty and teaching staff are encouraged to submit Early Warning Forms. When an Early Warning Form is received, the student and the student's advisor are informed. Students who receive Early Warning letters are encouraged to meet with their advisor and professor for the course in which the Early Warning was received.

First-Year Seminar (AFYS A101)

This course assists students as they transition to the USC Aiken community and provides the tools and strategies they need to have a successful undergraduate experience. For additional information, visit the Center for Student Achievement website.

Tutoring

Tutoring is available in a number of content areas and courses. All USC Aiken tutors are identified through faculty references, and tutoring is free for enrolled USC Aiken students. To access a list of tutors available for the current semester, visit the Center for Student Achievement website. Additionally, if students need assistance in a course that is not included in the list, they can complete a "Tutor Request" form on the website.

Academic Consultations

The Center for Student Achievement offers academic consultations designed to assist students at any level. Students work one-on-one with professional staff members to improve time management, study skills, organizational skill, and other academic skills. Students can schedule an appointment using the "Appointment Request" form on the website.

The Center for Student Achievement is located in the rear of the Gregg-Graniteville Library.

Career Services

Career Services' mission is to promote career development as an integral part of university life and provide students and alumni with guidance, knowledge, experiences, skills, and connections that will lead to successful, lifelong career management.

To take full advantage of the many resources and services available requires some initiatives on the part of the student. In this rapidly changing, competitive global market, the Career Services staff invites students to empower themselves by taking charge of their career futures. The staff is available to assist students through this process.

The following is only a sample of the resources and services available:

Career Counseling Appointments:

- Career planning
- Choosing a major/career
- Career assessment instruments (FOCUS2, MBTI, Stengths/Quest)
- Internships, job shadows, and information interviews
- Job search strategies
- Graduate school
- Resume and cover letter review
- Mock interviews

Career Information Resources:

- "What Can I Do With This Major" website
- Graduate school career information handouts
- Career planning timeline
- Job search strategies (resume, cover letter, networking, etc.)
- LinkedIn

Purple Briefcase

- Online job posting system for full-time, part-time, and internship positions

Programs:

- CareerFair
- Education Interview Day
- Student Employment/Internship Expo

Experiential Education:

The Career Services Office supports various aspects of exprer-iential learning. The components of the Experiential Education Program are: Job Shadowing, Informational Interviews, Non-credit Internships, and Cooperative Education. These components allow students to gain practical experience in career areas of their choice. Experiences may range from observing a professional for a period of several hours to working for multiple semesters with a local company.

For more detailed information about Career Services, visit their office in the Penland Administration Building, Room 108.

Library

The Gregg-Graniteville Library of the University of South Carolina Aiken supports the University's overall mission through excellence in facilities, collections, services, instruction, and scholarship.

The faculty, support staff, and collections of the Gregg-Graniteville Library comprise an integral part of USC Aiken's instructional program. The following services and resources are available to all registered students:

Traditional and nontraditional library services

- Reference and research assistance
- Active instruction and information literacy programs
- Interlibrary loan and PASCAL Delivers
- Self-service photocopying equipment
- Extensive website with links to Library services and resources
- Web-based catalog for all USC campuses
- Wireless network access
- Multiple full-text databases
- Internet access terminals
- Laptops and PCs for student use
- Wireless network access
- Multiple full-text databases
- Internet access terminals
- Laptops and PCs for student use

An attractive, modern library facility

- Renovated 40,000 square-foot building
- Book and bound periodical collection of more than 150,000 volumes with 300,000 ebooks
- Periodical and newspaper title collection of over 29,000
- Official depository for United States Government publications and South Carolina state documents and the Department of Energy public reading room collection; over 11,000 documents in combined collections

Loan periods/Overdue charges

- Four weeks for current USC System students
- Six months, subject to recall after four weeks, for faculty and staff
- Two weeks for borrowers in other designated clientele categories
- Media Collection loan period of one week
- Reserve and Interlibrary Loan materials' loan periods vary
- Overdue charge of 20 cents per day; overdue Reserves charge of $1.00 per day

Hours

Monday-Thursday	8:00 A.M.	to	10:00 P.M.
Friday	8:00 A.M.	to	5:00 P.M.
Saturday	12:00 P.M.	to	5:00 P.M.
Sunday	2:00 P.M.	to	10:00 P.M.

Variations for holidays, intersessions, and exam periods are posted.

Presentation of current bar-coded University ID card required for check-out

Successful Transition and Readiness (STAR) Programs

Successful Transition and Readiness (STAR) Programs provides support services specifically designed for all first-generation college students and any first-year students admitted through the First PACE admission program. STAR Programs assists participants and their families in better understanding and navigating the world of college during the college transition process.

Below are descriptions of some of the services in the department. More detailed information about these services can be accessed at www.usca.edu/star.

First-Generation College Students

At the University of South Carolina Aiken, a first-generation college student is a student whose parents or guardians have not completed a two-year or four-year college degree. Approximately, 22% of USC Aiken students are first-generation college students. Each semester, workshops, programs, and services dedicated to first-generation college students and topics which uniquely impact their academic and cultural experience at USC Aiken are offered. To access a list of services offered each semester, visit the First-Generation Student link on the STAR Programs website www.usca.edu/star.

First PACE

The Promoting Academic Commitment and Excellence (First PACE) Program at USC Aiken guides first-year students in developing and strengthening their academic skills, while providing opportunities to cultivate meaningful relationships with other students, faculty, and staff. First PACE is a learning community offered during the fall and spring semesters. Students enrolled in First PACE have access to a specially-trained academic advisor, faculty, mentors and tutors who work with students to develop their educational plans. The Office of Admissions reviews all applicants for general admission to the University. Those who present standardized test scores, high school GPAs, or high school class rankings slightly below regular admissions standards may be considered for a First PACE invitation.

Office of Veteran and Military Student Success

The Office of Veteran and Military Student Success (VMSS) hosts a professional staff that provides a conduit to benefits, opportunities, networking, and best practices for a successful military to-campus-and-community transition. Current USC Aiken veteran/military students (military veterans, servicepersons, members of guard and selected reserves, and military family members) are an essential element to establishing partnerships with incoming veteran/military students through an orientation specifically for these students.

The VMSS Office provides the direct contact for academic and financial advising, including access to disability counseling, to assist Military Veterans, Service Members, and their family members with completion of studies and with job search activities. This office staff is the point of contact for information about available, appropriate academic, career, mental health, and financial aid counseling (including: military tuition assistance program, Education Title IV funding, education benefits offered by the Department of Veterans Affairs), and student support services best suited for veteran and military students.

The mission of the Office of Veteran and Military Student Success provides services and support to veteran students, military family member students, and those students currently in service of our country's Armed Forces in their educational pursuits as they transition from their military service through the University and to becoming vital community members.

This is accomplished through veteran-to-veteran connections, individual service branch connections, and community connections. The office's role in fostering these connections includes the following responsibilities:

1. **Pre-orientation vet-to-vet support**
   - Admissions
   - Enrollment
   - Military Transcripts
   - Education/Career Building
   - Transition Concerns
   - Education and Training Benefits
2. **Veteran and Military Student Success Specific Orientation**
   - Orientation that introduces veteran/military students to the School Certifying Official, the certification process, and transition support services
3. **VA Education (GI Bill) and DoD Tuition Assistance**
   - Enrollment (Please see the Residency Exceptions section under Residency Status for in state tuition.
   - Certification
   - Optimization
4. **Transition Support**
   - Successs and Transition Planning
   - VA support
   - eBenefits
   - My HealthVet
5. **Veterans to Careers**
   - Partnership program that connects veteran students with part-time positions at local business organizations
6. **USC Aiken Student Veteran Organization (SVO)**
   - Student organization where upper level military veteran students mentor new or incoming veteran students
7. **Veteran and Military Student Success Center**
   - One Stop for all VA/DoD Related information
   - Kitchenette with Microwave, Fridge, and Coffee Pot
   - Couches, tables, and TV
   - Printer/scanner/fax machine
   - Desktop and Laptop computers
   - Supportive, professional, and relaxed atmosphere.

For more detailed information, visit the Veteran and Military Student Success Center in Room 107 of the Penland Building, or contact them at 803-643-6767 or vmss@usca.edu.

Certification for VA Education and Training Benefits

The following policies and procedures are of primary concern to military veterans, servicepersons, members of guard and selected reserves, and other eligible persons (military family members) who receive VA Education and Training Benefits while enrolled at USC Aiken. Academic standards of progress and attendance are covered under school standards of progress, as specified by the South Carolina Commission on Higher Education, License Division, and required by the U.S. Department of Veterans Affairs (VA). Please review the Residency Exemption section under the Residency Status to see if you might receive an In-State Tuition Exemption because of your VA Education and Training Benefits.

School Certifying Official

The School Certifying Official (SCO) is a representative of the Office of VMSS authorized to sign and submit Department of Veterans Affairs documents verifying a Veteran and/or Military member's benefit enrollment, change in status, receipt of advance payment, and any other circumstances that affect the amount or duration of education assistance benefits. The USC Aiken School Certifying Official is located in the Veteran and Military Student Success Center, Penland Administration Building, Room107. For more information, contact 803-643-6767 or VMSS@usca.edu.

Requesting Certification

Students who receive or are eligible for VA education and training benefits must initiate their own request for certification for their classes each semester by the SCO. To ensure the SCO processes VA Education and Training Benefits accurately and timely, the student's participation in the certification process is paramount. Each semester, students are responsible to submit a completed Veteran and Military Student Success Certification Request Form. This form is used to formally request the SCO to process a student's VA Education and Training Benefit. A student may obtain the Certification Request Form by visiting the VMSS Center or via email request sent to VMSS@usca.edu .

It is also the student's responsibility to:

• Collect VA education and training benefits for those courses and electives, which are required for the student's degree as stated in either the USC Aiken Undergraduate or Graduate Academic Bulletin.

• Notify the USC Aiken Veteran and Military Student Success staff within five (5) business days of any changes in his/her degree program or projected semester hours (drops/adds/withdrawals/major changes) by providing an updated schedule and, if adding a course, an updated advisement form.

• Understand the SCO will certify the student to the VA only after the student has completed/renewed the Veteran and Military Student Success Certification Request Form and other relevant forms.

VA Policy for Course Applicability

Only courses that satisfy a student's requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. If a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. For instance, if a student takes excessive free electives, those courses cannot be certified.

The only exception to this rule is when a student needs to round out his/her schedule to receive the full-time benefits rate in his/her LAST TERM ONLY. This allows students to continue to receive benefits at the full-time rate in their last term of enrollment, even though fewer credits are required to complete the program.

VA Requirements for New, Transfer, and Transient Students

The VA requires that eligible students must have completed University admissions requirements and matriculation into degree-seeking status before they may receive VA educational benefits. However, those students admitted as Provisional, Military Special, or Transient or students enrolling for prerequisite courses required for admission into a professional degree program or school may request VA certification if they provide appropriate documentation. VA students in these categories should contact the USC Aiken SCO for details.

Only the VA has the final authority to award benefits to students in such admission categories. All students who have earned college credit at another school or in another USC degree program are required to provide the USC Aiken Admissions Counselor with a transfer credit evaluation from its academic department. The VA generally pays such students for one semester only, pending receipt of the amount of "prior credit" applied to their current degree program. It is also recommended that undergraduate veteran and military students contact the Undergraduate Office of Admissions (803-641-3366) for consideration of college credit for military schools and training.

Writing Room

The mission of the Writing Room is to provide an open teaching and learning environment for the collaborative discussion of writing so that students may become more aware and independent writers. Writing consultants come from a range of disciplines and are formally trained to provide feedback during all phases of the writing process. The Writing Room is staffed by students and English faculty. Located in the Humanities and Social Sciences Building, Room 112, the Writing Room is available to students who want to drop-in but appointments are recommended.

Office of Distance Learning

The mission of the Office of Distance Learning (ODL) is to offer flexible and accessible learning formats to distance learners through robust, interative, and engaging learning experiences and opportunities at the University of South Carolina Aiken.

The Office of Distance Learning supports the needs of distance instruction by facilitating professional developmental opportunities for faculty, ensuring quality assurance in online courses, and promoting faculty mentorship while impementing new forms of online instruction.

The Learning Resource Center

The mission of the Learning Resource Center is to provide academic support for students in math, psychology, science, and language courses at USC Aiken by offering free peer tutoring, workshops, and review sessions in freshman-level and selected sophomore level courses. The Learning Resource Center is located in the library or online at http://web.usca.edu/asc/tutoring

The Science Store

The Science Store is located near the DuPont Planetarium in the Ruth Patrick Science Education Center. The Science Store is open during public planetarium shows and during normal business hours by appointment. For more information, please call (803) 641-3313.

The Science Store specializes in unusual, hands-on science materials, toys, models, kits, and collectibles not typically found in larger chain stores. This is a child-friendly, "please touch" kind of store, with merchandise similar to that found in museum gift shops. The Science Store carries puzzles, games, tee shirts, posters, reference materials, educational books, science-related gifts and classroom teaching aids. This is a resource for teachers, parents and students looking for unique items that make science come alive in the hands of a child.

General Information

Name Changes

Forms for changing a name are available in the Registrar's Office as well as the office's web site. After producing legal proof of name change, the student should complete the form.

Address Updates

Address updates can be done in Self Service Carolina. Failure to do so can cause serious delay in the handling of student records and in notification to the student of any emergencies.

Academic Calendar

Each semester students are urged to become familiar with the University's Academic Calendar which is posted on the web at: https://www.usca.edu/records/calendars/academic-calendars/. It is each student's responsibility to know the last day to add or drop a class, the withdrawal deadline, and other important dates published in the calendar.

Class Schedule

The class schedule information is also available each semester on the web at https://ssb.onecarolina.sc.edu/BANP/bwckschd.p_disp_dyn_sched.

Degree Works

The University offers a degree audit system called Degree Works. Students are able to track their progress to graduation and determine remaining requirements. This program can also assist students who might be considering a change of major. Degree Works can arrange a student's completed courses in the framework of the possible major and show how the student's coursework would apply. Degree Works can be accessed through Self Service Carolina (SSC) at my.usca.edu.

Indebtedness

Every student is expected to discharge any indebtedness to the University as quickly as possible. No degree will be conferred on, nor any diploma, certificate, record or transcript issued to, a student who has not made satisfactory settlement with the Business Services Office for all of his/her indebtedness to the University. A student may be prohibited from attending classes or taking final examinations after the due date of any unpaid obligation.

Enrollment Certification

Certification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification request. Beginning and ending dates reported in the enrollment certification conform to the official USCA academic calendar dates for the term requested. **An undergraduate student who is enrolled in 12 semester hours or more in a regular semester is considered full-time** (students with disabilities may be eligible for modified full-time status; see Disability Services on page 15 for further information). During a regular summer session, an undergraduate student must be enrolled in six semester hours or more to be considered a full-time student. Full-time fees are calculated on 12 semester hours or more. Full-time benefits for veterans are determined by the Office of Veteran and Military Student Success.

The Registrar's Office communicates with all currently enrolled students via the student's USC Aiken e-mail address. Information regarding the registration processes and the graduation processes are communicated via e-mail.

Transcripts

A transcript of a student's record carries the following information: admission data; current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points and system of grading. All failures, incomplete grades, and penalties such as probation, suspension, or other restrictions are also indicated.

The University has contracted through Parchment, Inc., an electronic transcripting service, to provide transcripts for all current and former University students. There are no longer transcript request forms used for this purpose. The cost of each transcript is $12.00. All transcript orders can be made through this link:

http://www.usca.edu/records/transcript-request.dot

No transcript will be issued to a student who is indebted to any office on any University of South Carolina campus.

Student Grievance Procedure

Students enrolled at USC Aiken are provided with a standard, formal process for seeking a resolution when, in the student's judgment, he or she has been treated unfairly or improperly. This includes a situation in which a student's academic progress has been adversely affected due to problems in the instructor's ability to write or speak English. Information regarding grievances and the grievance procedure is contained in the *USC Aiken Student Handbook*, which is available on the USC Aiken web site.

Students enrolled in USC Aiken off-campus programs, once a Change of School Form has been completed, shall be entitled to relief from any academic complaint or grievance through the student grievance procedure established in the applicable USC Regional Campus Student Handbook. After a judgment has been rendered on that campus, an appeal to the Executive Vice Chancellor for Academic Affairs at USC Aiken and a subsequent appeal to the USC Aiken Chancellor may be made.

Confidentiality Of Student Records

In accordance with the Family Education Rights and Privacy Act (FERPA) of 1974, USC Aiken students have the right to review, inspect and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right. The Act also ensures that records cannot be released in other than emergency situations without the written consent of the student, except in the following situations:

1. to other school officials, including faculty within the educational institution or local educational agency who have legitimate educational interests;
2. to officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record desired, and has an opportunity for a hearing to challenge the contents of the record;
3. to certain officials of the U. S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, INS, the Comptroller General of the United States, and state and local educational authorities, in connection with certain state or federally supported education programs, organizations conducting studies for or on behalf of the University, and accrediting organizations;
4. in connection with a student's application for, and receipt of, financial aid;
5. to parents of an eligible student who claim the student as a dependent for income tax purposes. Upon receipt of the parents' most recent federal income tax return listing the student as a dependent, USC Aiken will give access to the student's records. The student will be notified in writing through certified mail that this access has been given.
6. if required by a state law requiring that disclosure was adopted before November 19, 1974;
7. to comply with a judicial order or a lawfully issued subpoena. The student will be notified in writing sent certified mail that this access has been given;
8. to appropriate parties in a health or safety emergency;
9. the results of any disciplinary proceeding conducted by the Univer sity against an alleged perpetrator of a crime of violence to the alleged victim of that crime;
10. the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law;
9. the results of any disciplinary proceeding conducted by the Univer sity against an alleged perpetrator of a crime of violence to the alleged victim of that crime;
10. the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law;
11. to students currently registered in a particular class, the names and e-mail addresses of others on the roster may be disclosed in order to participate in class discussion;
12. where the information is classified as "directory information." The following categories of information have been designated by the University as directory information: student's name, student ID photograph, local and permanent mailing addresses and telephone numbers, e-mail address, semesters of attendance, enrolment status (full- or part-time), date of admission, date of expected or actual gradution, school, major and minor fields of student, whether or not currently enrolled, classification (freshmen, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University. Students who do not wish such information released without their consent should notify the Registrar's Office prior to the first day of classes. Questions concerning this law and the University's policy concerning release of academic information may be directed to the Registrar's Office.

Degree Requirements

A student must successfully complete at least one hundred and twenty (120) semester credit hours with a minimum Institutional GPA of 2.0 to earn a baccalaureate degree. Some degree programs require more credit hours and/or a higher Institutional GPA. General education requirements are a component of all majors.

Degrees Offered

The chart on pages 48-49 provides a comprehensive listing of fields available as academic majors at USC Aiken. The programs are arranged by discipline area rather than by college, school, or department.

USC Aiken Honors Program

Dr. Michelle A. Petrie, Director

The USC Aiken Honors Program provides an enriched academic experience, both in and out of the classroom, for outstanding students committedto reaching their highest potential as scholars and creative thinkers.

Admission Requirements

• First-year students (incoming freshmen) will be invited to apply to the Honors Program based on their predicted GPA.

• Continuing USC Aiken students and students transferring to USC Aiken who have earned no more than 45 credit hours may apply for admission to the Honors Program if they have a 3.5 GPA or higher on at least 24 hours of coursework applicable to their major program of study.

• Regardless of point of entry, each student will be screened for admission into the Honors Program. This screening process will include the submission of a writing sample from a recent course and two letters of recommendation from high school teachers for incoming freshmen, or in the case of USC Aiken students and transfer students, a writing sample from a recent course and two letters of recommendation from professors.

Continuation Requirements

Honors students are recommended to take at least 3 credit hours, but generally not more than 7 credit hours, of Honors Program coursework per semester. To remain in the program, a student must maintain a USC Aiken cumulative GPA of 3.0 or higher after the first and second semesters, 3.1 or higher after the third and fourth semesters, 3.2 or higher after the fifth and sixth semesters, and 3.3 or higher after the seventh and eighth semesters. In addition, students must successfully complete at least 3 credit hours of Honors Program course work each academic year. The

Honors Program Committee will review the academic work of all Honors students each year. Students who do not meet the requirements will be placed on Honors Program probationary status for one (1) semester. If the student meets the standards at the end of that semester, the Honors Program probation will be lifted. Failure to meet the requirements in any semester after the Honors Program probation has been lifted will result in dismissal from the Honors Program.

Honors Curriculum

To graduate from the USC Aiken Honors Program, a student must earn 24-29 hours of Honors Program credits in the following categories. All courses applied to honors credit must be passed with a grade of "B" or better.

1. HONS 101 Interdisciplinary Inquiry: Humanities **3 hours**

2. Honors Colloquia **3 hours**

Three one-hour courses are required. An Honors Colloquium is a one-credit hour course that allows for focused study in a particular topic. One or more colloquia may be offered eachsemester.

3. Honors-Designated Courses. Total of five courses:

a. Two honors-designated general education/elective courses are required 6-8 hours
b. Two honors-designated courses are required in the student's major field 6-8 hours
c. One honors-designated course is required (either general education/elective or in the student's major field) 3-4 hours
An Honors-Designated Course is one that includes enhanced learning experiences for honors students.

Capstone Experience/Project **3 hours**

The Capstone Experience is a project that will be completed in the student's senior year. These projects, which will be completed under the supervision of a faculty member selected by the student, require research, data analysis and communication of the results of the research or, in the case of the arts, an appropriate creative project. Honors students will be expected to present the results of their projects to their peers and to the faculty.

Total **24-29 hours**

Course Descriptions

Honors (HONS)

HONS A101 **Interdisciplinary Inquiry: Humanities. (3)** (Prereq: Admission to Honors Program) This common first-year course of the Honors Program will be offered each academic year and is meant to introduce students to the craft and concepts involved in interdisciplinary knowledge production. Students will be exposed to materials used in a multitude of disciplines and will be asked to evaluate and interpret such documents as historical primary sources, memoirs, literary works, filmic representations, photographs, artifacts, music, and art. The course instruction will take a holistic approach to a general theme.

HONS A201 **Honors Colloquium. (1)** (Prereq: Admission to Honors Program) An Honors Colloquium is a one-credit hour course that allows for focused study in a particular topic. One or more colloquia may be offered each semester.

HONS A490 **Honors Special Topics. (1-3)** (Prereq: Admission to Honors Program or special permission of the Honors Program Director) In-depth study of select interdisciplinary topics. This course may be repeated with different topics. Course content varies and will be announced in the schedule of classes with the title.

HONS A499 **Honors Capstone Project. (3)** (Prereq: Admission to Honors Program, Senior standing, permission of the Honors Program Director) The Capstone Experience/Project is a project that will be completed in the student's senior year. These projects, which will be supervised by a faculty member selected by the student, require research, analysis, and communication of the results of the research. Honors students will be expected to present the results of their projects to their peers and to the faculty. Contract required.

Bachelor Of Arts or Bachelor of Science in Interdisciplinary Studies

Natalia Taylor Bowdoin, Director

The faculty of the College of Humanities and Social Sciences and the College of Sciences offer the Bachelor of Arts or the Bachelor of Science in Interdisciplinary Studies degree. The Interdisciplinary Studies program is structured in part to meet an individual student's specific academic goals. It is designed for those students whose educational objectives are better served by a flexible interdisciplinary program of study rather than by a traditional, single-discipline major. The Interdisciplinary Studies degree is not meant to substitute for existing majors and/or minors.

The goals of the Interdisciplinary Studies program are to offer students:

- the opportunity for in-depth study of a meaningful combination of academic areas or disciplines that reflect the student's educational goals,
- the opportunity to discover and explore the connections between/among different disciplines and areas of study, and
- the opportunity to articulate the strengths, connections, and applications discovered during the student's course of study for the degree.

Students in the Interdisciplinary Studies program typically have interests that involve studies from multiple disciplines. A variety of disciplines and courses can be combined to create a defined and intentionally-structured area of study.

Admission into the Interdisciplinary Studies program is by application only. (This is in addition to the application for admission to the University.) It is preferable that students interested in the BAIS/BSIS degree apply during the sophomore year. A student who enrolls in the Interdisciplinary Studies degree program after accumulating 75 semester hours of credit may be required by the Interdisciplanary Studies Advisory Committee to take more than 120 semester hours in order to complete an approved Interdisciplinary Studies program. The application procedure includes first meeting with the Interdisciplinary Studies Coordinator to discuss the student's particular interest in the program and the feasibilty of the proposed course of study. After consultation with the appropriate departmental unit heads, the Coordinator then assists the student in contacting and meeting with two faculty members from different disciplines who agree to sponsor the student in his or her studies. The student completes a statement of educational goals and develops a curriculum contract with the two faculty sponsors and the Interdisciplinary Studies Coordinator using the contract format specified by the Advisory Committee. The proposal then goes to the Interdisciplinary Studies Advisory Committee which is responsible for approving or rejecting the proposed program and curriculum contract. The determination of whether the degree is a Bachelor of Arts or Bachelor of Science will be made by the Interdisciplinary Studies Advisory Committee. Applications to the Interdisciplinary Studies degree program must be made in the fall semester no later than October 1; applications in the spring semester must be made no later than February 15.

Each Interdisciplinary Studies major must complete a capstone experience and have a completed portfolio on file with the Interdisciplinary Studies Director before the BA or BS degree is granted. This portfolio will consist of papers written and/or projects completed for selected courses in the student's major classes. Portfolios will be used for an ongoing process of program assessment. (Interdisciplinary Studies majors should see the Interdisciplinary Studies Director for details.)

Interdisciplinary Studies Degree Requirements

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1].....9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Literature, Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and before taking other English courses.

3. Oral Communication.....3
   (COMM A201 or COMM A241)

4. Math/Statistics/Logic.....6
   Students should take math in their first year of enrollment at USC Aiken (unless they have alreadycompleted general education ..... requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration. A list of currently approved WI courses is available at: http//web.usca.edu/academic-affairs/general-education/writing-intensive.dot.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs: linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Interdisciplinary Studies Program Requirements 36

Based upon each student's educational goals, the student and his/her sponsoring faculty members will develop a curriculum contract consisting of a combination of courses from those currently offered at USC Aiken. A minimum of 36 hours of coursework is required, and at least 24 hours must be 300 level or above. No more than two (2) independent studies courses may be taken in any single discipline. A C or better is required in all coursework applied to the program of study.

3. Interdisciplinary Studies Methodology Course and Capstone Experience[2] 6

4. Minor or Cognate Courses 12-18

5. Electives 7-16

6. Portfolio on file with Interdisciplinary Studies Director

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 30.

[2] IDST A201 for methodology; IDST A500 for capstone. For descriptions of these courses, see below.

Course Descriptions

Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies (IDST)

IDST A101 **Introduction to Interdisciplinary Studies. (1)** Introduces concepts and methods of interdisciplinary study by critically examining and comparing approaches to knowledge and learning in the arts, humanities, social sciences, and sciences. Provides students with the tools to examine their own academic biography and chart a personal plan of study in interdisciplinary inquiry.

IDST A201 **Interdisciplinary Methods. (3)** (Prereq: Consent of instructor) The gateway course for interdisciplinary studies majors, this course will follow a modular approach to finding the connections between apparently-unrelated areas of academic inquiry. The focus of this course is not on particular disciplines, but instead on helping students find ways to see how different academic disciplines interact with one another to prepare them to undertake an interdisciplinary major. The course must be taken in the first semester following admission to the degree program.

IDST A398 **Special Topics in Interdisciplinary Studies. (3)** (Prereq: ENGL A102 or permission of program director) Investigates a complex topic with specific attention to methods and theoretical approaches from multiple disciplines (e.g., within the sciences, social sciences, humanities), emphasizing the tensions that emerge from the interplay of disciplinary and interdisciplinary knowledge. Identifies the distinct vantage points offered by these different fields of inquiry in order to achieve an integrative understanding of the topic. Topic varies by semester.

IDST A498 **Directed Internship. (3)** (Prereq: Consent of Program Coordinator, completion of IDST A201 with a C or better, USC system GPA of 2.0 or better) A supervised experiential course in a field placement relevant to the student's interdisciplinary course of study involving a mimimum of 100 internship hours. In addition, appropriate reading and writing assignments, plus a weekly meeting with the supervising faculty member, are required. Assessment may include completion of the required internship hours, a successful report from the internship supervisor, adequate journal entries for each visit, and the student's final report. Application, interview, and contract required of applicants. See the Program Coordinator for spepcifics.

IDST A500 **Senior Thesis. (3)** (Prereq: Senior Standing) An individual research or creative project under faculty supervision that begins from and summarizes a student's full interdisciplinary course of study. Must have senior standing. The student will present an oral defense of the project to a faculty committee composed of the Interdisciplinary Studies director and the student's faculty sponsors to complete the course.

Military Science/ROTC

The University of South Carolina Aiken does not offer ROTC courses; however, ROTC courses are offered by Augusta University.

USC Aiken Distance Education

The Professional Master of Business Administration Program is designed to provide, in a schedule suited to the working professional, all the course work required to complete the PMBA degree. All classes are web-based. On-site communication facilities allow two-way voice contact between student and professor during class. Approximately three Saturday sessions in Columbia each semester provide students opportunity for direct interaction with their professors.

Office of External Programs, Continuing Education, and Conferences

The Office of External Programs and Continuing Education at the University of South Carolina Aiken provides opportunities for expanding one's knowledge by offering various continuing education, workforce development, and lifelong learning courses and training. Experts use practical tools and interactivie experiences to provide quality educational experience to meet specific needs.

The Conference Center at USC Aiken is located on the first floor of the Business and Education Building. It offers services and facilities to accommodate meetings and events. Contact information:

Conferences@usca.edu or call 803-641-3587

The Academy for Lifelong Learning and McGrath Computer Learning Center are part of the Office of External Programs and Continuing Education. The Academy programs are geared to mature adults and provide opportunities to explore fascinating subjects and meet others with a passion for lifelong learning. Each semester the Academy offers short courses and events covering a broad span of interests. For more information call 803-641-3741 or visit the website at www.aikenlearning.org.

The McGrath Computer Learning Center offers computer classes for adults in a variety of subjects for all levels of experience with personalized instruction geared towards creating confident computer users. More information can be obtained at 803-641-3741 or www.mcgrathclc.com.

Pre-Law

Students who are interested in pre-legal education may enroll in one of several bachelor's degree programs at USC Aiken. For pre-law advisement and for information on preparing for the Law School Admissions Test (LSAT), students should contact Dr. Thomas J. Wood, in Humanities and Social Sciences, C-6.

Graduate Programs

Discipline	Degree
Applied Clinical Psychology	Master of Science
Business Administration	Master of Business Administration
Educational Technology	Master of Education
Educator Leadership	Master of Education

Undergraduate Programs

College of Arts, Humanities, and Social Sciences

Discipline	Degree
Communication	Bachelor of Arts
English	Bachelor of Arts
Fine Arts	Bachelor of Arts
History	Bachelor of Arts
Interdisciplinary Studies	Bachelor of Arts in Interdisciplinary Studies
Interdisciplinary Studies	Bachelor of Science in Interdisciplinary Studies
Music Education	Bachelor of Arts
Areas of Concentration:	
Choral	
Instrumental	
Political Science	Bachelor of Arts
Sociology	Bachelor of Arts
Areas of Concentration:	
Criminology and Criminal Justice	
Human Social Services	
General	

College of Sciences and Engineering

Discipline	Degree
Applied Computer Science	Bachelor of Science
Areas of Concentration:	
Applied Gaming	
Cybersecurity	
Applied Mathematics	Bachelor of Science
Biology	Bachelor of Arts
Biology	Bachelor of Science
Areas of Concentration:	
Environmental Remediation and Restoration	
Molecular Biology	
Chemistry	Bachelor of Science
Areas of Concentration:	
Biochemistry	
General	
Clinical Laboratory Science	Bachelor of Science
Exercise and Sports Science	Bachelor of Science
Areas of Concentration:	
Allied Health	
Basic Sciences	
Fitness Management	
Industrial Mathematics	Bachelor of Science
Industrial Process Engineering	Bachelor of Science
Math and Computer Sciences	Bachelor of Science
Psychology	Bachelor of Science

School of Business Administration

Discipline	Degree
Business Administration	Bachelor of Science in Business Administration
Areas of Concentration:	
Accounting	
Finance	
Management	
Marketing	

Undergraduate Programs (continued)

School of Education

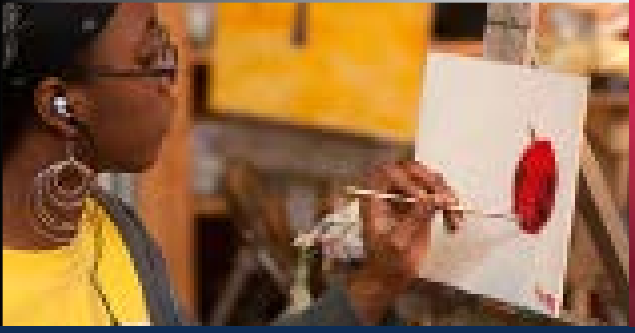
Discipline	Degree
Early Childhood Education	Bachelor of Arts in Education
Elementary Education	Bachelor of Arts in Education
Middle Level Education	Bachelor of Arts in Education
Areas of Concentration:	
English	
Mathematics	
Science	
Social Studies	
Secondary Education	Bachelor of Arts in Education
Areas of Concentration:	
Comprehensive Social Studies	
English	
Secondary Education	Bachelor of Science in Education
Areas of Concentration:	
Biology	
Chemistry	
Mathematics	
Comprehensive Sciences	
Special Education	Bachelor of Arts in Special Education

School of Nursing

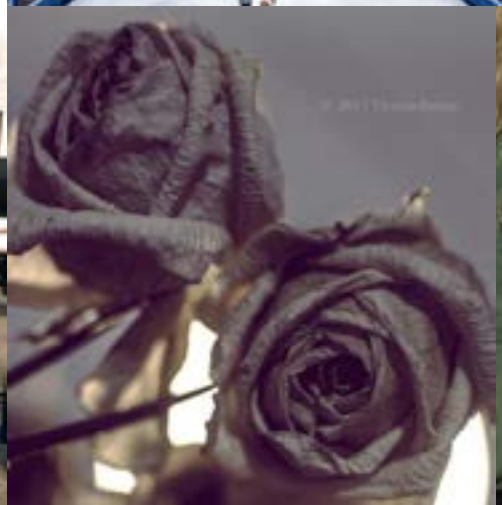
Discipline		Degree
Nursing	(RN - 4 year)	Bachelor of Science in Nursing
Nursing	(RN - completion program)	Bachelor of Science in Nursing

Minors

Discipline	College/School
Anthropology and Human Geography	Sociology
Art History	Visual and Performing Arts
Biology	Biology
Business	Business Administration
Chemistry	Chemistry and Physics
Communication	Communication
Computer Science	Mathematical Sciences
Creative Writing	English
Criminology and Criminal Justice	Sociology
Educational Studies	Education
Geology	Biology and Geology
History	History, Political Science, and Philosophy
International Relations	History, Political Science, and Philosphy
International Studies	History, Political Science, and Philosphy
Leadership Communication	Communication
Literature	English
Mathematics	Mathematical Sciences
Music	Visual and Performing Arts
Neuroscience	Psychology
Philosophy	History, Political Science, and Philosophy
Political Science	History, Political Science, and Philosophy
Professional Writing	English
Psychology	Psychology
Religious Studies	History, Political Science, and Philosophy
Sociology	Sociology
Spanish	Languages, Literatures, and Cultures
Studio Art	Visual and Performing Arts
Theatre	Visual and Performing Arts
Women's and Gender Studies	Sociology



College of Arts, Humanities, and Social Sciences



College of Arts, Humanities, and Social Sciences

Mark S. Hollingsworth, Dean of the College of Arts, Humanities and Social Sciences

Six departments comprise the College of Arts, Humanities, and Social Sciences: Communication (interpersonal, public, organizational and mass communication and public relations); English (language, literature, and writing); Languages, Literatures and Cultures; History, Political Science, and Philosophy (religious studies); Sociology (also including anthropology and geography); and Visual and Performing Arts (art history, art studio, dance, music, music education, and theatre).

The mission of the College of Arts, Humanities and Social Sciences is to provide, through teaching, research/creative activity, and service, an understanding of the individual and collective human experience. To that end, the College:

1. provides students throughout the University with experiences in thinking creatively and critically and in communicating effectively both ideas and creative impulses,
2. provides a variety of electives and general education courses for students engaged in either a liberal arts education or a professional program of study, and
3. currently provides baccalaureate degree programs in communication, English, fine arts, history, interdisciplinary studies, political science, sociology, and music education; offers minors in anthropology and human geography, art history, communication, criminology and criminal justice, English (literature, creative writing, and professional writing), history, international relations, international studies, leadership communication, music, philosophy, political science, religious studies, sociology, Spanish, studio art, theatre, and women's and gender studies.

Developmental Work Policy. No remedial coursework may be applied toward any degree offered by the College.

Independent Study Policy. Independent study courses are designed primarily for juniors and seniors who desire advanced intensive work on a specific topic. Independent studies are not intended to substitute for courses listed in the *USC Aiken Bulletin*. The maximum number of independent study hours a student may earn in any given discipline in the College is limited to six, except in art studio, which permits a maximum of nine, and history and political science, which permit a maximum of fifteen (nine in the major field, six outside the major field).

To enroll in an independent study course, a student must: (1) have written approval of the faculty member who is to supervise the independent study and of the appropriate department chair before registering for the course; (2) agree with the supervising faculty member on a contract which describes the work involved in the project and the criteria for grading; and (3) file an independent study application with the Office of the Registrar before registering for the course.

Students interested in enrolling for an independent study course should see the appropriate department chair for more specific details.

Department of Communication

Charmaine E. Wilson, Department Chair

Professor

Charmaine E. Wilson (Speech Communication), Ph.D., University of Washington, 1986

Associate Professors

Bing Han (Speech Communication), Ph.D., University of Maryland, 2008

Jason Munsell (Rhetoric and Public Address), Ph.D., Louisiana State University, 2000

Assistant Professor

Benjamin Triana (Communication), Ph.D., University of Kentucky, 2015

David L. Morris II (Media Studies), Ph.D., University of Oregon, 2018

Instructor

Elizabeth M. Webb (Speech Communication), M.A., University of Kentucky, 2005

Adjunct Faculty

Madeline Blair (Communication, Technology, and Society), M.A., Clemson University, 2013

Jakob Gollon (Educational Leadership), M.A., Mercer University, 2013

Teresa Kay Humphrey (Speech Communication), M.A., San Diego State University, 1980

Barbara Laura (Educational Theatre), M.A., New York University, 1980

Jeffrey Bruce Wallace (Journalism), B.A., University of South Carolina, 1970

Distinguished Professors Emerita

William D. Harpine (Speech Communication), Ph.D., University of Illinois at Urbana-Champaign, 1982

Sandra Hochel (Speech Communication), Ph.D., Purdue University, 1973

Department Mission Statement

The Department provides an engaging learning environment to help each student understand how fundamental communication theories, principles, and practices apply in interpersonal, group, and organizational contexts; across cultures; and in the mass media.

Curricula

A liberal arts degree with ancient roots, the communication degree combines a firm theoretical foundation with extensive practical application. Students work closely with faculty in small classes to gain an understanding of communication processes while they develop and enhance their oral, written, and visual communication skills.

The degree requirements are flexible enough to prepare students to begin careers in diverse areas, including strategic communication, journalism, business, social and human services, the ministry, and higher education. The rigorous curriculum also prepares students for graduate studies (e.g., journalism, speech communication, student personnel services, law).

Department of Communication Goals

The specific educational objectives of the Communication Department are to provide students with systematic learning experiences to develop their abilities to communicate effectively, think critically, work effectively with others, and make ethical decisions.

Goal 1: Students will demonstrate critical thinking, analytical, and evaluative skills.

Goal 2: Students will demonstrate research abilities: gather and synthesize information, and share results with others.

Goal 3: Students will apply knowledge of communication principles and theories.

Goal 4: Students will demonstrate interpersonal communication competence.

Goal 5: Students will demonstrate competence in public presentation.

Goal 6: Students will demonstrate competence in written communication.

Goal 7: Students will demonstrate competence in visual communication.

Technological Literacy in Communication

Communication faculty use technology to enhance student learning and meet their educational objectives. Majors gain experience in the use of technology in several courses, including A241, A320, A332, and A376. Majors also engage in critical analysis of the use of technology in and for communication.

Bachelor of Arts—Major in Communication

Option 1: Communications

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studie**s, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biology, Chemistry, Physics, Geology, Astronomy (one lab)

2. History of Civilization 3
   (HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology, Economics, Political Science, Geography

4. Languages 6-8
   (Two (2) semesters of the same language required.)

5. Humanities (at least two areas)[1] 9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses,
   Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[2] 3
   (COMM A201)

4. Math/Statistics/Logic 6
   Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on page 31.

D. Integrative Learning

Communication majors fulfill the Integrative Learning initiative in multiple ways, most notably by completing a capstone intern ship experience. Majors also have opportunities to engage in service-learning, community-based learning, experiential learn ing, and faculty led research.

2. Major Requirements[2]

Core Courses Requirement 27
COMM A190 Introduction to Communication
COMM A241 Public Speaking
COMM A320 Research Methods in Communication
COMM A332 Writing Across the Media I
COMM A352 Media and Culture
COMM A376 Visual Communication I
COMM A385 Group Communication
COMM A450 Intercultural Communication
Capstone--Select one of the following:
COMM A497 Directed Capstone Internship
COMM A499 Service Learning Capstone Experience
Five (5) additional Communication courses numbered 300 or above.....15

3. Cognate[3] or Minor[3] 12-18

4. Free Electives.....7-18

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.
[2] Must earn a grade of C or better.
[3] Must earn a grade of C or better in all cognate or minor courses.

Bachelor of Arts—Major in Communication

Option 2: Communication and Digital Arts

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 30.

1. Natural Sciences.....7-8
   Biology, Chemistry, Physics, Geology, Astronomy (one lab)

2. History of Civilization 3
(HIST A101 or HIST A102)

3. Social and Behavioral Sciences (two areas) 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography

4. Languages 6-8
(Two (2) semesters of the same language required.)

5. Humanities (at least two areas)[1] 9
COMM A450 and any Art History (ARTH) class plus one additional humanities classes.
Communication (last two digits must be in 50s or 60s)
History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[2] 3
(COMM A201)

4. Math/Statistics/Logic 6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on page 31.

D. Integrative Learning

Communication majors fulfill the Integrative Learning initiative in multiple ways, most notably by completing a capstone intern ship experience. Majors also have opportunities to engage in service-learning, community-based learning, experiential learning, and faculty led research.

2. Major Requirements[2]

Core Courses Requirement 27
COMM A190 Introduction to Communication
ARTS A145 Graphic Design
ARTS A372 Social Media Photography
ARTS A379 Web Graphics
COMM A241 Public Speaking
COMM A352 Media and Culture
COMM A376 Visual Communication I
COMM A385 Group Communication
COMM A478 Digital Storytelling
Capstone--Select one of the following:
COMM A497 Directed Capstone Internship
COMM A499 Service Learning Capstone Experience
Five (5) additional Communication or Studio Art courses numbered 300 or above 15

3. Cognate[3] or Minor[3] 12-18

4. Free Electives 7-18

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 30.
[2] Must earn a grade of C or better.
[3] Must earn a grade of C or better in all cognate or minor courses.

Minor in Communication

General Education Requirements
COMM A201 - Interpersonal Communication should be taken as the oral communication general education requirement.

Minor Requirements[1]
COMM A190 Introduction to Communication 3
COMM A241 Public Speaking 3
Communication courses 300 and above 12

Total hours required[1,2] 18
[1] All courses in the minor must be passed with a grade of C or better.
[2] No more than three hours of independent study will count toward the minor requirement.

Minor in Leadership Communication

General Education Oral Communication (C or better)
Requirement: Complete either COMM A201 Interpersonal Communication
OR COMM A241 Public Speaking.

Core Requirements: 12
COMM A190 Introduction to Communication 3
COMM A345 Workplace Communication 3
COMM A385 Group Communication 3
COMM A485 Leadership and Communication 3

Managing Diversity (select one) 3
COMM A450 Intercultural Diversity
COMM A455 Gender, Communication, and Culture

Interest Area 3
One additional communication course

Total hours required[1] 18
[1] All courses in the minor must be passed with a grade of C or better.

Course Descriptions

Communication (COMM)

Oral Communication Requirement. Students seeking a baccalaureate degree must complete an applied course in oral communication as part of the general education requirements. The following two courses are considered applied oral communication courses: COMM A201 and A241. Some majors may require a specific course, so students should consult the requirements for each major.

General Education Humanities Requirement. Certain communication classes will meet the General Education Humanities requirement. These classes are designated by the last two digits of the course number, and end in the 50's and 60's; for example, COMM A351, Persuasive Communication, will meet the requirement but COMM A385, Group Communication, will not.

COMM A190 **Introduction to Communication. (3)** An introduction to communication as a field of study, including the concepts, ideas, issues, methods, and theories associated with the discipline.

COMM A201 **Interpersonal Communication. (3)** (Sophomore standing or departmental permission) A study of communication in one-on-one and small group situations. Emphasis is on applying the theories and principles toward becoming a more competent interpersonal communicator. This course may satisfy the applied speech communication requirement.

COMM A241 **Public Speaking. (3)** (Prereq: Grade of C or better in ENGL A102 or departmental permission) A course in the principles, preparation, delivery, and evaluation of public speaking. This course may satisfy the applied speech communication requirement.

COMM A252 **Media Literacy. (3)** (Prereq: Grade of C or better in ENGL A102) This course develops the knowledge and skills students need to navigate and critically examine images and messages in our media-saturated society. The course focuses on behaviors and practices of media consumption, in addition to interpretation of media products. Students will critically engage, assess, analyze, and evaluate media content to practice and demonstrate media literacy.

COMM A299 **Internship in Communication. (1-4)** (departmental permission) Applied work experience supervised by a faculty member and a qualified Communication professional. Internships increase student exposure to and understanding of potential career paths for Communication majors and allow the student to apply knowledge and skills from the Communication curriculum. The experience requires a learning contract approved by the student's academic advisor, department head, and on-site supervisor. General elective credit only. May be taken pass/fail. Course is not a substitute for the Communication Capstone Experience.

COMM A303 **Communication Law and Ethics. (3)** (Grade of C or bettter in ENGL A102; Junior Standing) A study of constitutional and statutory law for communications with emphasis on principles set by case law. Focus will be on the role of law and ethics in decision making by the professional communicator.

COMM A305 **Editing Skills. (3)** (Prereq: Grade of C or better in ENGL A102) Techniques required in preparing materials for publication.

COMM A320 **Research Methods in Communication. (3)** (Prereq: Grade of C or better in COMM A190) This course will introduce students to quantitative (e.g., measurement, sampling, design, analysis) and qualitative research methods (e.g., interviewing, focus groups, ethnographic, and participant observations). At the end of the course, students should be able to formulate significant research questions after reviewing existing relevant research, conduct systematic data collection, use appropriate tools to analyze data, and organize and write research results to share with others.

COMM A324 **Integrated Marketing Communication.** (3) (Prereq: Grade of C or better in ENGL A102 or departmental permission) Study of the history, theory and practice of strategic message development and transmission through multiple media platforms to create unified and compelling campaigns to engage the desired audience.

COMM A325 **Principles of Advertising. (3)** (Prereq: Grade of C or better in ENGL A102 or departmental permission) Advertising and its relationship to media, marketing, and consumers.

COMM A328 **Principles of Public Relations. (3)** (Prereq: Grade of C or better in COMM A332 or better or departmental permission) History, theory, and principles of public relations including an analysis of how business, government, and other groups work to influence public attitudes toward their activities. Class requires practice in writing, including press releases and public relations campaigns.

COMM A332 **Writing Across the Media I. (3)** (Prereq: Grade of C or better in ENGL A102) Basic instruction in writing for different media forms, such as print, broadcast, websites, public relations, and presentations. Includes development of researching and interviewing skills.

COMM A335 **Writing Across the Media II. (3)** (Prereq: Grade of C or better in COMM A332) Study of and practice in writing for mass media with emphasis on Associated Press style.

COMM A342 **Interviewing. (3)** Designed to acquaint the student with principles and methods of interviewing and to assist the student in developing skills in conducting interviews.

COMM A345 **Workplace Communication. (3)** (Prereq: Grade of C or better in ENGL A102) Students will apply Communication theories, principles, and concepts to workplace challenges to expand the verbal and nonverbal communication skills needed for success in business and professional settings. Possible topics include managing conflict, selecting and appraising employees, handling meetings and presentations, analyzing audiences, taking advantage of electronic media for business purposes, and effectively presenting your organization to media outlets.

COMM A351 **Persuasive Communication. (3)** (Prereq: Grades of C or better in both COMM A190 and COMM A241 or consent of instructor.) This course focuses on expanding the student's ability to recognize persuasive messages, and analyze and act as competent, critical receivers of those messages, whether written, oral, or mediated.

COMM A352 **Media and Culture. (3)** Situated in historical contexts, this course examines the role of media in constructing national and global cultures. The course takes a cultural studies approach by examining media production, text, and audience to provide students with critical analysis skills and broad understanding of media research. (Students who earned credit for COMM A300 may not take COMM A352 for credit.)

COMM A353 **Advanced Public Speaking. (3)** (Prereq: Grade of C or better in COMM A241 or departmental permission). Course focuses on enhancement of public speaking and argumentation/debate skills, through selection and application of appropriate organizational strategies, compelling support, and convincing arguments. Includes application of classical and contemporary rhetorical theories to the critical analysis of choices made by notable speakers.

COMM A355 **Video Games, Media, and Culture. (3)** In this survey course, students will examine specific aspects of the video gaming industry and media, including the emergence of video games in the United States and current industry practices. Students will examine the impact of video games on culture, society, social values, visual aesthetics, and the portrayal and treatment of marginalized groups. The course will also provide students with opportunities to analyze, interpret, and evaluate the influence of video games as an independent medium and in comparison to other media.

COMM A358 **Sports, Communication, and Culture. (3)** (Prereq: Junior Standing or Permission of Instructor) In this course, students explore the role of sports in communicating cultural values, beliefs, and norms, and examine the impact of sports on interpersonal, group, and mediated communication. Students will review the communication history of sports as well as its current landscape, and will critically analyze how communication in and about sports manifests, influences, and perpetuates communication practices, human behavior, and beliefs about race, gender, social issues, myths, sports narratives, and nationalism.

COMM A376 **Visual Communication I. (3)** (Prereq: Grade of C or better in COMM A190). Basic instructions on design and layout with emphasis on visual communication principles for design, layout, and production of printed materials. Introductory practice using computer desktop publishing.

COMM A385 **Group Communication. (3)** (Prereq:Grade of C or better in COMM A190). A study of the theories, principles, and practices associated with effective communication in the small group setting. The course relies on both theoretical and experiential approaches to understanding group communication.

COMM A386 **Negotiation and Conflict Resolution. (3)** (Prereq: Junior Standing or Permission of Instructor) A study of theories and practice of negotiation and conflict resolution. Topics may include planning and preparing for negotiations, recognizing cognitive biases, collecting and sharing information, building trust, managing emotions, understanding the influence of power and individuals' cultural backgrounds, making ethical decisions, and reaching goals while maintaining relationships. Completion of COMM A201 is recommended but not required.

COMM A399 **Independent Study. (1-6)** (Prereq: departmental permission) Directed independent project.

COMM A436 **Public Relations Writing. (3)** (Prereq: Grade of C or better in COMM A332 or COMM A328 or departmental permission) Practice in special areas of writing for Public Relations, including news releases, corporate and individual profiles, presentations, proposals, and internet writing.

COMM A450 **Intercultural Communication. (3)** (Prereq: Grade of C or better in ENGL A102) A study of cultural differences in human communication with a focus on theoretical and experiential approaches toward gaining competence in communicating across cultures. (Satisfies non-Western world studies requirement)

COMM A455 **Gender, Communication, and Culture. (3)** (Prereq: Grade of C or better in ENGL A102 or departmental permission) An exploration of the relationships among gender, communication, and culture from descriptive and critical perspectives with three focused themes: 1) communication creates, sustains, and sometimes challenges concepts of gender; 2) the conceptualization of gender is a cultural process; and 3) gender shapes communication.

COMM A462 **Political Rhetoric. (3)** In order to become more sophisticated and critical participants in the democratic process, students will apply classical and contemporary models in the critical analysis of political and campaign rhetoric. The course also provides the opportunity to acquire and practice argumentation and debate skills.

COMM A476 **Visual Communication II. (3)** (Prereq: Grade of C or better in COMM A376 or departmental permission) Advanced theory and methods for using graphics to communicate in a variety of media, including print and internet-based materials. Students gain experience in desktop publishing techniques to create visual communication materials from the concept stage to production.

COMM A477 **Fund Raising and Volunteer Leadership. (3)** This course explores the principles and practices of fund raising and volunteer management with an emphasis on promoting an understanding of the nature of philanthropy and its importance in our society. The course will seek to provide students with the knowledge and skills to assess and prepare an organization for fund raising, identify prospective sources of funding, prepare a case, organize an annual fund raising effort, and have a working knowledge of ethical issues and future fund raising trends.

COMM A478 **Digital Storytelling. (3)** (Prereq: Grade of C or better in ENGL A102) An introduction to writing and producing electronic video and audio materials, with a focus on preparing the student to produce entry-level work suitable for live and recorded broadcasts and Internet media. Topics include video camera and audio recording, audio and field techniques, basic editing procedures, and distribution.

COMM A480 **Organizational Communication. (3)** (Prereq: junior standing and completion of COMM A190 and COMM A201 with grades of C or better in each) A study of how the context of the organization influences interpersonal communication processes. Emphasis on applying theory and research to identify effective organizational communication practices and strategic communication behavior within organizations.

COMM A482 **Health Communication. (3)** (Prereq: Junior Standing or Permission of Instructor) This course examines theory and research relevant to health communication, including interpersonal, organizational, and mass communication approaches. Topics include communication between patients and health care providers, the importance of social support for patients and providers, the role of communication in general models of health and illness as well as health campaigns. Prior completion of COMM A201 is recommended but not required.

COMM A485 **Leadership and Communication. (3)** (Prereq: Junior standing or departmental permission) A study of the central role of communication in effective leadership in workplaces and communities. Students will examine theories, analyze attributes and abilities of effective leaders, critique leadership successes and failures, and explore such topics as values, ethics, and power, all with an eye toward enhancing leadership and communication skills.

COMM A494 **Topics in Communication. (1-3)** (Prereq: varies by topic) Study of selected topics in communication. Course content will be announced in the schedule of classes. Course may be repeated with different topics.

COMM A497 **Directed Capstone Internship. (3)** (Prereq: departmental permission, COMM A190, A201, A241 with a grades of C or better in each, successful completion of Writing Proficiency Portfolio and USC system GPA

of 2.0 or better) Supervised professional experience in communication. Students complete additional work under the direction of the faculty supervisor. Contract required. (May be repeated for a maximum of six hours.)

COMM A499 **Service Learning Capstone Experience.** (3) (Prereq: departmental permission, completion of COMM A190, A201, A241 with grades of C or better, successful completion of Writing Proficiency Portfolio, and USC system GPA of 2.0 or better) The course provides an opportunity to apply principles of effective communication to the work of a community-based non-profit or govenment organization. Students complete additional work under the direction of the faculty supervisor. Contract required. (May be repeated for a maximum of six hours.)

Department of English

Andrew Geyer, Department Chair

Professors

Lynne A. Rhodes (English), Ph.D., University of South Carolina, 1996
Andrew Geyer (English), Ph.D., Texas Tech University, 2003
G.L. Toole Chair in English #2

Associate Professors

Eric Carlson (English), Ph.D., Purdue University, 2006
Jill Hampton (English), Ph.D., Southern Illinois University - Carbondale, 1999
Douglas Higbee (English), Ph.D., University of California-Irvine, 2006
Anonymous Endowed Chair in the Humanities
Matthew Miller (English), Ph.D., University of South Carolina, 2005
Writing Assessment Director
John and Mary P. Grew Chair in American Studies
Kathleen Kalpin Smith (English), Ph.D., University of California - Davis, 2005
G.L. Toole Chair in English #1

Assistant Professors

Todd A. Hagstette (English), Ph.D., University of South Carolina, 2010
Julie M. Wise (English), Ph.D., Indiana University, 2008
Amanda R. Warren (English), Ph.D., Western Michigan University, 2006.

Senior Instructors

Vicki Collins (Education), M.A., College of Mount St. Joseph, 1988
Writing Room Director
Karl F. Fornes (English), M.A., University of Dayton, 1992
Roy Seeger (English), M.A., Ohio University, 2000; M.F.A., Western Michigan University, 2005

Instructor

David Bruzina (English), Ph.D., Ohio State University, 2005

Adjunct Faculty

Craig Gibbs (English), M.A., Winthrop University, 2003
Jim Saine (English), M.A., University of North Carolina - Chapel Hill, 1975
Edward Wilson (English), M.A., University of Florida, 1974
Maria Anderson (Education), M.S., University of Bridgeport, 1991
Zeke Miller (Curriculum and Instruction), M.Ed., Augusta University, 2015
Liz Owens (English Education), M.Ed., Augusta University, 1993
Christina Williams (English), MA, Winthrop University, 2011
Kyle J. Williams (English), Ph.D., University of Illinois at Urbana-Champaign, 2018

Distinguished Professors Emeriti

J. Donald Blount (Comparative Literature), Ph.D., University of South Carolina, 1973
Phebe E. Davidson (English), Ph.D., Rutgers University, 1991
Carolina Trustee Professor
Sue Lorch (English), Ph.D., University of Louisville, 1976
S. Thomas Mack (English), Ph.D., Lehigh University, 1976
Carolina Trustee Professor
Suzanne Ozment (English), Ph.D., University of North Carolina-Greensboro, 1982
J. Stanley Rich (English), Ph.D., University of Alabama, 1979

Professor Emeritus

Daniel Miller (English), Ph.D., University of Massachusetts, 1970

Department Mission Statement

The USC Aiken English Department's mission is to provide students with an understanding and appreciation of the written word, both as writers and as readers of significant literature.

To that end, the Department has three major purposes:

1.) to provide students throughout the University with experience in thinking creatively and critically and in writing articulately about ideas in general,

2.) to provide a variety of electives for students engaged in either a liberal arts education or a professional program of study, and

3.) to provide English majors with background for graduate studies in English or preparation for careers that draw on communication skills and critical thinking abilities.

For more information on the Department of English and its programs, visit the departmental web site at http://www.usca.edu/english/.

The Oswald Review. The USC Aiken Department of English sponsors *The Oswald Review*, an international journal of undergraduate research and criticism in the discipline of English. Published annually, *The Oswald Review* is a refereed journal that accepts submissions from undergraduates in the field of English in this country and abroad. All issues are available online at http://scholarcommons.sc.edu/tor/.

Broken Ink. The English Department supports *Broken Ink*, USC Aiken's award-winning literary magazine. The magazine, produced entirely by student staff and contributors, is published annually and offers students the opportunity to publish their creative writing and art, as well as provide experience in editing, layout, and magazine production.

Sigma Tau Delta. Since 1986, the English Department has sponsored a campus chapter (Epsilon Upsilon) of Sigma Tau Delta, the International English Honor Society. This international organization recognizes academic achievement and promotes interest in literature and the English language; membership is offered on an invitational basis to superior students majoring or minoring in English or pursuing a degree in English Education.

Mona L. Martin Prize in Freshman Writing. In honor of alumna Mona Martin (B.A., English, 1995) the prize is presented annually on a competitive basis to a first-year student who demonstrates excellence in expository writing. The award is presented in the form of a scholarship.

Kaplan Writing Award. The Kaplan Writing Award is given annually on a competitive basis to the student whose writing exemplifies the qualities valued and stressed by Professor Virginia Kaplan during her years of teaching English at USC Aiken: depth of thought, clarity of expression, and command of language. The award is presented in the form of a cash prize or scholarship.

Phebe Davidson Creative Writing Prize. In honor of distinguished South Carolina poet and USC Aiken professor emerita Phebe Davidson, this prize is offered annually on a competitive basis to a full-time student at USC Aiken whose work demonstrates superior achievement in creative writing. The prize is awarded in the form of a scholarship or cash award.

James and Mary Oswald Distinguished Writers Series. Since 1985, the English Department has brought to Aiken a number of distinguished visiting writers. During that period, such significant literary personalities as Nikky Finney, Peter Taylor, Marge Piercy, Mark Strand, Donald Hall, Alison Lurie, Alan Gurganus, and Robert Creeley have visited USC Aiken, interacted with students in English classes, and presented free public readings of their work.

Western Carolina Language Arts Festival. The Department of English hosts the annual Western Carolina Language Arts Festival. Through open competition in a variety of performance categories related to literary study, this one-day event recognizes outstanding work by area public and private school students in grades six through twelve.

Internships. The Department of English administers a number of internship opportunities so that those students majoring in English can gain hands-on experience in professional writing. These include internship agreements with local businesses and government agencies and campus-based small presses and scholarly journals. Interested students should see the Department Chair for more information.

The Writing Room. The Writing Room, located in Humanities and Social Sciences Building 112, is open to all USC Aiken undergraduate and graduate students seeking feedback on any of their written projects. Students are welcome to drop by, but appointments are recommended. Qualified students can become consultants in the Writing Room, earning valuable experience, academic credit, and financial compensation. The Writing Room is open regular daytime and evening hours. For more information, call the Writing Room Coordinator at extension 3735 or visit the On-line Writing Room at http://www.usca.edu/writingroom/.

The Writing Proficiency Portfolio required of all students is described in the section devoted to the General Education Requirements on page 29.

Curricula

The Bachelor of Arts with a major in English is designed to be flexible enough to provide the student with an adequate background for graduate studies in English or preparation for such professions as law, medicine, the ministry, advertising, communications, technical writing, and library science.

A grade of C or better in English 102, or its equivalent, is a prerequisite for all other English courses.

All students pursuing the B.A. in English must complete at least 18 hours in the major (coursework at the 300 level or above) at USC Aiken.

Technological Literacy in English

All English majors will demonstrate proficiency in the compilation, evaluation, and integration of electronic sources in researched writing, particularly in the following required courses: ENGL A284, A285, A288, A289, and the senior project. Furthermore, all English classes require some use of computer technology, from simple word-processing to Internet navigation.

Bachelor of Arts—Major in English

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 7-8
   Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1] 9
   Communication (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym) Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
3. Oral Communication 3
   (COMM A201, COMM A241)
4. Math/Statistics/Logic 6
   Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment. For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Introduction to Literary Criticism (ENGL A275) ... 3

3. Survey Requirements 12

ENGL A284, A285, A288, and A289

English majors may use six of these twelve hours toward satisfying the Humanities component of the General Education Requirements. All English majors are also strongly advised to complete their survey requirements before enrolling in upper-level literature classes.

4. Major Requirements (300 level or above) 24

One course from each of the following areas:

Area I:
British Literature
(ENGL A400, A405, A411, A412, A416, A417, A419, A423, A424)

Area II:
American Literature
(ENGL A425, A426, A427, A428, A429, A430, A431, A449)

Area III: Major Author Studies (ENGL A401 or A494)

Area IV:
English Grammar (ENGL 450)

Area V:
World Literature/Comparative Literature
(ENGL A385, A389, A390, A391, A396, A435, A491)

Area VI:
Writing (ENGL A345, A460, A461, A462, A463, A464, A465, A466, A467, A468)
Area VII:
Shakespeare (ENGL A407)
Area VIII[2] :
Senior Thesis or Seminar
(ENGL A496 or ENGL A499)

5. Electives in English 9

Any three English courses at the 300 level or above

6. Required Cognate or Minor 12-18

Cognate 12
Minor 18

7. Electives 1-10

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 30-31. The writing proficiency portfolio is a general education requirement that must be satisfied before any student attempts the senior thesis or senior seminar requirements.

B.A. in English

Major Program Goal and Objectives

The Department has established the following goal for those students completing the B.A. in English:

> Students will develop not only the ability to derive meaning from what they read, particularly literary texts, but also the ability to write analytically about literature and its history.

Derived from this goal are the following five objectives:

> 1) Students will demonstrate the ability to do a close reading of genres (e.g., poetry, fiction, drama, or film);
>
> 2) Students will demonstrate a general knowledge of major movements, periods, and authors in British and American literature;
>
> 3) Students will demonstrate a working knowledge of literary terms;
>
> 4) Students will demonstrate the ability to understand literature in its cultural context;
>
> 5) Students will demonstrate the ability to locate, read, understand, and apply literary criticism and scholarship; and
>
> 6) Students will demonstrate the ability to write analytically and articulately about literature, offering evidence of clarity, coherence, and style.

Minor in Literature

Prerequisites:
ENGL A101 Composition
ENGL A102 Composition and Literature

Requirements:
200 and 300 level courses, including at least one of the following surveys: 6-9

ENGL A284 Survey of American Literature I
ENGL A285 Survey of American Literature II
ENGL A288 Survey of British Literature I
ENGL A289 Survey of British Literature II
ENGL A390 Great Books of the Western World I
ENGL A391 Great Books of the Western World II

All other courses on the 400 level with at least one course each in American and British literature 9-12

Total hours required[1] 18

[1] Three hours of independent study may be applied to the minor only in extraordinary cases and with the approval of the English Department Chair.

Minor in Creative Writing

The creative writing minor offers students the opportunity for intensivve study of the techniques involved in writing fiction, poetry, plays, and creative nonfiction. Students will craft original stories, poems, plays, and articles; develop critical vocabulary and reading skills; and critique each other's work. The minor is intended for students who want to excel creatively, and for those who wish to pursue graduate work in creative writing or literature.

Required:
ENGL A264 Introduction to Creative Writing 3

Choose five of the following 15
ENGL A250 Rhetorical Grammar 3
ENGL A450 English Grammar 3
ENGL A453 Development of the English Language 3
ENGL A460 Advanced Composition 3
ENGL A461 Writing About the Arts 3
ENGL A463 Writing Workshop: Nonfiction 3
ENGL A464 Writing Workshop: Poetry 3
ENGLA465 Playwriting 3
ENGL A466 Writing Workshop: Fiction 3
ENGL A468 Studies in Writing 3
ENGL A497 Directed Internship 3
COMM A376 Visual Communication I 3

Total hours required 18
1. Students must earn a grade of C or better.
2. Three (3) hours of independent study may be applied to the minor, but only in extraordinary cases and only with the prior approval of the English Department chair.
3. No more than six (6) hours from ENGL A468

Minor in Professional Writing

The professional writing minor combines work in writing theory with practical applications in professional contexts. The minor is intended to provide background and practice for students who want to excel professionally and/or students interested in pursuing graduate work in rhetoric or technical writing.

Required:
ENGL A245 Writing in the Workplace 3

Choose five of the following: 15
ENGL A250 Rhetorical Grammar 3
ENGL A345 Business Writing 3
ENGL A360 Composition Studies 3
ENGL A362 Literature and Media Cultures 3
ENGL A450 English Grammar 3
ENGL A460 Advanced Composition 3
ENGL A461 Writing About the Arts 3
ENGL A462 Technical Writing 3
ENGL A463 Writing Workshop: Nonfiction 3
ENGL A467 Argumentation 3
ENGL A468 Studies in Writing 3
ENGL A497 Directed Internship 3
COMM A345 Workplace Communications 3
COMM A332 Writing Across the Media I 3
COMM A376 Visual Communication I 3

Total hours required 18
1. Students must earn a grade of C or better.
2. Three (3) hours of independent study may be applied to the minor, but only in extraordinary cases and only with the prior approval of the English Department chair.
3. No more than six (6) hours from ENGL A468

Add-On Teacher Certification in English

Students can earn certification in English through the "add-on" certification process. Interested students should consult with the Dean of the

School of Education to have their transcripts evaluated and to learn more about specific requirements.

Applied Writing Courses

The following English courses are applied writing courses: A201, A250, A264, A345, A360, A460, A461, A462, A463, A464, A465, A466, A467, and A468.

Applied writing courses cannot be used to satisfy General Education Requirements; see B.5 (Methods and History of Disciplines: Humanities).

Course Descriptions

English Language and Literature (ENGL)

A student must complete English A102 with a grade of C or better before taking other English courses; only in exceptional cases (and then with approval of the Chair of the Department of English) may a student take English A102 concurrently with a higher-level English course.

ENGL A101 **Composition. (3)** A course in the composing process with attention to invention, arrangement, and style and closely supervised practice in reading and writing. Students must complete ENGL A101 with a grade of C or better in order to fulfill English general education requirements. (Every semester)

ENGL A101L **Intensive English Composition Lab. (1)** Intensive practice in targeted composition skills. Special attention devoted to mechanics and syntax. (Every semester)

ENGL A102 **Composition and Literature. (3)** (Prereq: Grade of C or better in ENGL A101) A course in the writing of expository and critical essays with an introduction to literature and including a research paper. Students must complete ENGL A102 with a grade of C or better in order to fulfill English general education requirements. (Every semester)

ENGL A110 **ESOL Conversational English. (3)** Intensive oral-aural practice in conversational English with an emphasis on spontaneous discourse and pronunciation and fluidity, as well as knowledge of academic language, and competency in verbal use of standard English grammar practices. (May be repeated for a maximum of 6 hours of credit; may be taken concurrently with ENGL A111; students required to take this course make not take ENGL A101 or ENGL A102 concurrently.) (Every semester).

ENGL A111 **ESOL Reading & Writing. (3)** A course designed to offer practice in and promote further development of essential reading and writing skills for those students for whom English is their second or other language. (May be repeated for credit up to 6 hours; students required to take ENGL A111 may not take ENGL A101 or A102 concurrently; may be taken concurrently with ENGL A110.) (Every semester)

ENGL A201 **Writing in the University. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A comprehensive review of composition, focusing on clarity of purpose, quality of thought, organization, use of sources, language/style, and mechanics/grammar. Students who complete the course with a grade of C or better will satisfy the junior writing proficiency requirement. For elective credit only. (Every semester)

ENGL A245 **Writing in the Workplace** (3) (Prereq: Grade of C or better in ENGL A101 and A102). An introduction to the rhetorical principles and formats associated with writing in the workplace with specific emphasis on audience awareness, concision, collaboration, document design, and digitally-mediated writing. Analysis and practice of typical workplace formats such as procedure writing and grant writing.

ENGL A250 **Rhetorical Grammar. (3)** (Prereq: Grade of C or better in ENGLA101 and A102) This course will enable writers to gain more confidence in their writing (1) by understanding the many, varied structural and stylistic choices of the English language, (2) by increasing their ability to talk consciously about their writing choices as they revise their papers, and (3) by recognizing the rhetorical effects their choices may have on their readers. Special attention will be given to audience expectations, sentence rhythm and cohesion, coordination and subordination, punctuation, modifiers, and diction.

ENGL A264 **Introduction to Creative Writing. (3)** (Prereq: Grade of C or better in ENGLA101 and A102) A beginning course in the theory and practice of writing poetry, fiction, and drama. (Every fall)

ENGL A275 **Introduction to Literary Criticism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of the major theories of literary criticism. Students will learn how to discover and create meaning from literary texts by responding to and interpreting those texts in different ways; they will gain practice in criticizing literary works with the aim of establishing standards of judgment. (Every fall)

ENGL A281 **The Novel to 1920**. **(3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of significant novels in Western literature from the Renaissance to 1920.

ENGL A282 **Contemporary Fiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the nature and significance of contemporary fiction.

ENGL A283 **Contemporary Poetry. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the nature and significance of contemporary poetry.

ENGL A284 **Survey of American Literature I. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of American literature from its beginning to the Civil War. (Every fall)

ENGL A285 **Survey of American Literature II. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of American literature from the Civil War to the present. (Every spring)

ENGL A286 **Survey of African-American Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of African-American literary history from the oral traditions of slavery to contemporary forms. (Every fall)

ENGL A288 **Survey of British Literature I. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive reading in the works of major writers from the Beowulf poet through the 17th century. (Every fall)

ENGL A289 **Survey of British Literature II. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive reading in the works of major writers from the 18th century through the Modern Age. (Every spring)

ENGL A290 **Introduction to Women's Literature (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of literature by women writing in the English language. The course is historically based and emphasizes women's perceptions of themselves as writers and participants in their own culture. (Every semester)

ENGL A291 **Introduction to Non-Western Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of selected literatures of non-Western cultural traditions. (Satisfies the non-Western world studies requirement; offered every semester)

ENGL A293 **Introduction to Film. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of film as an art form

with particular attention given to genres and stylistic techniques. A history of the cinema and an analysis of the elements that make up a film will also be a focus.

ENGL A295 **Introduction to Dramatic Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works of primarily Western dramatic literature from multiple time periods and nationalities. The course emphasizes the development and interconnectedness of important genres and dramatic movements.

ENGL A301 **Introduction to Human Language. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the design and function of human language: sound systems, word systems, and sentence patterns; language acquisition; language history; relationships to social contexts and to the mind. English will be the primary language for illustration. This course fulfills the general education requirement in the humanities. (Offered on demand)

ENGL A345 **Business Writing. [=BADM A345] (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive practice in different types of business writing, from brief letters to formal articles and reports. This course is cross-listed with BADM-345, Business Communication.

ENGL A360 **Composition Studies. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of composition and rhetorical theories within a practical context. The study of relevant movements, figures and texts will provide an introduction to the principles of teaching writing. (Fall, odd years)

ENGL A362 **Literature and Media Cultures. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Explores the concepts of and relationships between literacy and literature in four media cultures: oral, manuscript, print, and electronic. (Fall, even years)

ENGL A385 **Studies in Non-Western Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study in selected topics focusing on the non-Western world. (Satisfies the non-Western world studies requirement; offered on demand)

ENGL A389 **Classical Mythology. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the nature and significance of myths, with emphasis on the major Greek and Roman myths of divinities and heroes. (Students who received credit for PHIL A110 may not take this course for credit.) (Spring, even years)

ENGL A390 **Great Books of the Western World I. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A comparative study (in translation) of great books from antiquity to the beginning of the Renaissance. (Fall, odd years)

ENGL A391 **Great Books of the Western World II. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A comparative study (in translation) of great books from the Renaissance to the present. (Fall, even years)

ENGL A392 **Early Modern European Drama. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of dramatic literature from sixteenth- and seventeenth-century England and Continental Europe.

ENGL A393 **Film and Society. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Film as cultural text, with special emphasis on the relation between the film and its cultural/critical context.

ENGL A394 **Images of Women in Film & Fiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the evolving images of women as they are presented in film and fiction.

ENGL A395 **The Graphic Novel. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of graphic novels or book-length comics with emphases on genre, literary elements, and visual design and style. Graphic novels from the United States as well as European and Non-western countries will be examined.

ENGL A396 **Global Women Writers. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative global women writers across multiple cultures and continents with particular attention given to commonalities and differences in their topics and themes. Both traditional and emerging writers will be studied. (Satisfies the non-Western world studies requirement; every Spring)

ENGL A399 **Independent Study. (3-6)** (Prereq: Grade of C or better in ENGL A101 and A102) Directed independent study. A student chooses a project and finds a professor willing to work with him/her.

ENGL A400 **Anglo-Saxon Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102). A study of the literature of Anglo-Saxon England from the 5th to 11th centuries, focusing on the literary and cultural concerns of the Anglo-Saxons as part of a larger corpus of medieval Germanic literature. Texts will be read in Modern English translations of Old English originals, and no previous knowledge of Old English is required.

ENGL A401 **Chaucer. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Chaucer's works, with special attention to *The Canterbury Tales*. (Spring, odd years)

ENGL A405 **The English Renaissance. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Literature of the English Renaissance, in its cultural contexts, explored through representative works. (Fall, even years)

ENGL A407 **Shakespeare. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the plays of Shakespeare. (Every spring)

ENGL A411 **The Eighteenth Century. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of British literature from 1660 to 1800.

ENGL A412 **Contemporary British Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative contemporary British writers since World War II with special emphasis on the cultural context of the works and their place in the tradition. (Spring, even years)

ENGL A415 **Science Fiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of science fiction that offers students an opportunity to explore a significant literature of what is generally called "pop-culture" in relation to the generally acknowledged literary canon, and to explore its importance in an academic setting. (Offered on demand)

ENGL A416 **The British Novel. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of the English novel from DeFoe to Lawrence (representative authors will include Fielding, Austen, Scott, Dickens, George Eliot and Conrad). (Spring, even years.)

ENGL A417 **Romanticism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the 18th century transition from Classicism to Romanticism and of the 19th century masters: Wordsworth, Coleridge, Byron, Shelley, and Keats. (Fall, even years)

ENGL A419 **The Victorian Age. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of Victorian prose and

poetry. (Spring, odd years)

ENGL A423 **Modern British Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of 20th century British literature with representative readings from the poets, the dramatists, and the novelists. (Fall, odd years)

ENGL A424 **Studies in British Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of selected topics. (Offered on demand)

ENGL A425 **Early American Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works from the nation's colonial beginnings to 1800 with special emphasis on Puritan, Neoclassical, and Pre-Romantic writers. (Fall, odd years)

ENGL A426 **American Romanticism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works from 1800 to the Civil War with special emphasis on such major figures as Poe, Hawthorne, Melville, Emerson, and Thoreau. (Spring, even years)

ENGL A427 **American Realism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works from the Civil War to 1910 with special emphasis on such literary subcategories as naturalism and the local color movement and such major figures as Whitman, Dickinson, Crane, Twain, and James. (Fall, even years)

ENGL A428 **Modern American Writers. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of American thought in literature since World War I. Particular emphasis is placed upon regional schools, their techniques, their philosophies. (Spring, odd years)

ENGL A429 **Contemporary American Literature (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of American literature from 1980 to today. Particular emphasis is placed upon multicultural writers, different genres, and emerging movements in contemporary American literature. (Fall, odd years)

ENGL A430 **Southern Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative writers of the American South with special emphasis on the cultural context of the works. Includes such writers as Zora Neale Hurston, William Faulkner, Tennessee Williams, Robert Penn Warren, Eudora Welty, and Alice Walker. (Fall, odd years)

ENGL A431 **American Autobiography. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of American autobiography that considers work by writers of various backgrounds, cultures, and historical periods. (Offered on demand)

ENGL A435 **African and African-American Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A comparative study of representative African and African-American writers with special emphasis on the cultural, historical, and literary connections between the two traditions. (Satisfies the non-Western world studies requirement; Spring, even years)

ENGL A449 **Studies in American Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of selected topics. (Offered on demand)

ENGL A450 **English Grammar. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Study of traditional, structural, and generative systems of English. (Every fall)

ENGL A453 **Development of the English Language (3)** (Prereq: Grade of C or better in ENGL A101 and A102) English from Indo-European through Germanic and into Old English, Middle English, and Modern English. No previous knowledge of Old English or Middle English is required. (Fall, odd years)

ENGL A459 **Studies in English Linguistics. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of selected topics. (Offered on demand)

ENGL A460 **Advanced Composition. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive practice in different types of expository and persuasive nonfiction writing. The course will focus on both different writing processes and different forms of written discourse used to generate meaning, clarify understanding, and influence thought and action. (Every fall)

ENGL A461 **Writing About the Arts. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Workshop in writing about the fine and performing arts, including an introduction to the vocabulary of the arts and practice in composing critical responses to selected campus cultural offerings. (Offered on demand)

ENGL A462 **Technical Writing. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Preparation for and practice in reporting technical information logically and lucidly for a variety of audiences. (Every Spring)

ENGL A463 **Writing Workshop - Nonfiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Practice and discussion of the basic techniques of writing creative nonfiction, such as memoir, personal essay , nature essay, and travel memoir. May be repeated for a maximum of 6 credit hours. (Fall, odd years)

ENGL A464 **Writing Workshop-Poetry. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Practice and discussion of basic techniques of writing poetry. May be repeated for a maximum of 6 credit hours. (Spring, odd years)

ENGL A465 **Playwriting (=THEA465) (3)** (Prereq: Grade of C or better in ENGL A101 and A102.) Practice and discussion of basic techniques of writing plays. May be repeated for a maximum of six hours. (Offered on demand). Cross-listed with THEA A465.

ENGL A466 **Writing Workshop - Fiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Practice and discussion of basic techniques of writing fiction. May be repeated for a maximum of 6 credit hours. (Spring, even years)

ENGL A467 **Argumentation. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A writing intensive study of the rhetorical principles of argument, focusing most closely on written argument in contemporary American culture. Students will be expected to produce written work that applies the formal structure, rhetoric, and logic of argument to an assortment of topics and issues. (Fall, even years)

ENGL A468 **Studies in Writing. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Advanced theory and practice in selected genres. Choice of genres to be studied varies with instructor. May be repeated for a maximum of 6 credit hours. (Offered on demand)

ENGL A474 **Modern Western Drama. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Critical studies of English, European, and American dramatists from Ibsen to the present. (Offered on demand)

ENGL A480 **Studies in Literary Criticism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of specific topics in literary criticism both in theory and practice. Choice of topic varies with instructor.

ENGL A485 **Adolescent Literature [=EDRD A485]. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of materials intended for young adults (13-19) with emphasis on the process of evaluating these materials to

meet the educational, cultural, and recreational needs of young adults. The characterization of adolescents in literature and the historical development of the writing of literary works for adolescents are examined. This course is cross-listed with EDRD A485 Adolescent Literature. (Spring, odd years)

ENGL A491 **Studies in Comparative Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive studies in selected topics (Offered on demand).

ENGL A494 **Studies in Major Authors. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of one or two major authors. This is a special topics course; choice of author or authors varies with instructor. (Every fall)

ENGL A495 **Independent Reading and Research. (3)** (Prereq: Grade of C or better in ENGL A101 and A102 and consent of instructor)

ENGLA496 **Senior Thesis. (3)** (Prereq: Grade of C or better in ENGL A101 and A102, Senior standing, minimum 3.0 GPA, completion of at least 12 hours at the 300 level or above, permission of instructor and department chair, and successful completion of the writing proficiency portfolio or ENGL A201). Directed independent research and writing project. The English major may choose to explore in depth a literary topic of special interest or to produce an original work and to place this work into the context of the appropriate tradition. Topic choice will be made by student and instructor with approval by department chair. The thesis of 25-30 pages will be defended before a committee of three faculty members, including the thesis director, the department chair and /or BIS director, and one additional faculty member chosen by the student. All thesis students and their faculty directors will meet as a group during the semester for discussion of the process. A transcript designation, "Exceptional work on the senior thesis," may be given if recommended by the faculty thesis committee (Offered on demand).

ENGL A497 **Directed Internship. (1-3)** (Prereq: Grade of C or better in ENGL A101 and A102, Junior standing, departmental permission) Supervised professional experience in writing. (May be repeated for a maximum of 6 credit hours)

ENGL A499 **Senior Seminar. (3)** (Prereq: Grade of C or better in ENGL A101 and A102, Senior standing, completion of at least 12 hours at the 300 level or above, consent of instructor, and successful completion of the writing proficiency portfolio or ENGL A201). A seminar in which the students apply to instructor-selected literature the critical and analytical skills developed in their previous course work. Students will produce a critical analytical paper of approximately fifteen pages on literature of their own choosing. The course will culminate in an oral defense of the final paper within the context of the seminar and before the faculty seminar committee. (Offered every spring).

Department Of Languages, Literatures And Cultures

Víctor Manuel Durán, Department Chair

Professor

Víctor Manuel Durán, (Romance Languages/Spanish), Ph.D., University of Missouri Columbia, 1988

Associate Professors

Timothy Ashton (Hispanic Studies), Ph.D., Ohio State University, 2009
Karl L. Stenger (German), Ph.D., Ohio State University, 1984

Instructors

Adrienne Banko (Spanish), M.A., University of South Carolina, 2011
Craig Stangohr (Spanish), M.A., Illinois State University, 1980; M.B.A., University of Illinois-Chicago, 1984
William H. Westermeyer (Anthropology), Ph.D., University of North Carolina-Chapel Hill, 2016.

Professor Emeritus

Stanley F. Levine (French/Latin), Ph.D., Stanford University, 1984

Department Mission Statement

The Department of Languages, Literatures and Cultures promotes an awareness and an appreciation of and a respect for other cultures through language acquisition and stimulates students' perspectives and knowledge of other countries, other traditions, and other practices. The department strives to improve the communication skills, at all levels, of the students by encouraging them to explore and understand the linguistic and cultural parameters of diverse populations and by helping them to think analytically and systemically about the importance of languages. Moreover, students will gain academic enrichment through knowledge of a diversity of cultures in any given society.

The department offers a range of second-language courses, from linguistics to literature to culture and civilization in French, Spanish, and German and in introductory courses in Latin and Italian. In addition, USC Aiken students can opt to minor in Spanish. The Department of Languages, Literatures and Cultures focuses on the communicative approach to second-language acquisition.

The Department of Languages, Literatures and Cultures promotes study abroad as a viable and documented means by which students learn the nuances and linguistic differences of the targeted second language through active and total immersion in the country where the language being studied is utilized as the primary means of communication.

Introductory Languages, Literatures and Cultures Sequence Goals

Students will acquire and demonstrate listening, speaking, reading, and writing skills at the introductory level of the target language consistent with national standards for language education. Students will also acquire and demonstrate knowledge of the culture and practices associated with the target language.

Languages, Literatures and Cultures Placement (French, German, Italian, Latin, and Spanish)

- Students beginning to study a new language enroll in A101.
- Students enrolling in a second language that they have previously studied (whether in high school or college) will be placed at the appropriate level based on previous second-language courses and grades. Each student's advisement folder will contain written information that specifies the level of the language in which they have been placed.
- Students who place in A210 or in any of the second-language

courses above A210 that are listed below and pass the course with a grade of C or better will have fulfilled USC Aiken's second-language requirement. Students who transfer courses equivalent to A210 or those listed below will have fulfilled USC Aiken's second-language requirement. Credit will be assigned only for the course the student passed or transferred with a C or better.

FREN: A300, A301, A302, A303, A305, A306, A307

GERM: A300, A301, A303, A305

SPAN: A303, A308, A316, A317, A318, A319, A320, A321, A340, A426, A488

Waiver of Languages, Literatures, and Cultures Requirement for Bilingual Speakers

Students whose native language is other than English, and who have scored either a 500 or greater on the TOEFL paper-based test (PBT) or a 61 or higher on the TOEFL internet-based test (IBT) or at least a 5.5 on the International English Language Testing System (IELTS 47 PTE Academic) are exempt, without credit, from USC Aiken's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement. All exemptions must be approved by the Chair of the Languages, Literatures, and Cultures Department and the department chair/dean of the student's degree program. The department encourages exempt students to use electives to pursue other language and cultural studies.

Tutoring Services

The department provides student-tutoring services for introductory French, German, and Spanish classes. For more information, contact the Department of Languages, Literatures and Cultures.

Minor in Spanish

Prerequisites

SPAN A210 Intermediate Spanish or by placement

Language Component.....6

SPAN A316 Conversation and Composition
SPAN A317 Advanced Spanish Conversation and Composition

Culture Component.....6

SPAN A303 Latin American Culture and Civilization
SPAN A319 Spanish Peninsular Culture and Civilization

Literature Component.....3

EITHER SPAN A320 Survey of Latin American Literature, or SPAN A321 Survey of Latin American Literature II, or SPAN A340 Survey of Peninsular Literature

Spanish Elective.....3

Any Spanish course numbered 300 and above, excluding SPAN A380

Total hours required 18

Add-On Teacher Certification in Spanish

Students can earn certification in Spanish through the "add-on" certification process. Initially certified individuals who complete 18 hours of electives in Spanish (A210 and above) and pass the content area of the PRAXIS II exam can qualify for certification in Spanish. Students should consult with the Spanish program coordinator or the Dean of the School of Education concerning specific requirements for add-on certification in Spanish.

Course Descriptions

Languages, Literatures, and Cultures

Introductory language courses are sequential (A101, A102, A210); each lower numbered course is a prerequisite for the next one in the sequence. For entrance into any course except A101, the student must have taken the previous course or have placed into that level. It is not permissible for a student to enroll in one of the above courses with a lower number than any other course in that language which the student has successfully completed with a grade of C or better. (For example, enrolling in A101 after completing A102 with a grade of C or better will not be allowed.)

Courses taught in translation (such as FREN A388, FREN A398, GERM A398, or SPAN A388) do not have a language prerequisite and cannot be used to satisfy the language requirement.

French (FREN)

FREN A101 **Beginning French. (4)** (Prereq: Open to students who have not studied French previously or who place into this course) Study of the fundamentals of the language to develop an ability to read, write, speak, and understand spoken French at the most basic level as well as to be aware of cultural contexts.

FREN A102 **Continuing French. (4)** (Prereq: Grade of C or better in FREN A101 or by placement) Continuation of Beginning French with more intense practice in reading, writing, understanding and analyzing spoken French at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where French is spoken will also be included.

FREN A210 **Intermediate French. (4)** (Prereq: Grade of C or better in FREN A102 or by placement) Students will develop proficiency in French at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Among these skills are sustaining and concluding a conversation in French on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which French is spoken as well as on the geographic region in which this language is spoken.

FREN A300 **Conversation and Composition. (3)** (Prereq: FREN A210 or by placement) Intensive oral-aural practice in conversational French with emphasis on spontaneous discourse in French, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in French, and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.

FREN A301 **Advanced Conversation and Composition. (3)** (Prereq: FREN A210 or by placement) Intensive study of conversations and written French using the multi-skills approach and on the techniques of writing extemporaneous, anecdotal, humorous, descriptive, and controversial compositions using expanded vocabulary and advanced tenses and moods in French.

FREN A302 **French Culture and Civilization. (3)** (Prereq: FREN A300 or A301, or permission of instructor) Intensive study of the cultures and civilization of France from the Gauls, Romans, and Gallo-Roman civilization to the varied cultures which have combined to form modern France. Study of France's economic power, technological achievements, diplomatic presence, art, music, literature, film and cuisine, and its role in the evolving European union. Appreciation of the contemporary international influence of France in the

economic, technical, diplomatic, and artistic realms.

FREN A303 **Francophone Culture and Civilization. (3)** (Prereq: FREN A300 or A301, or permission of instructor) Intensive study of the cultures and civilizations of the francophone world, concentrating on the evolution of diverse cultures and their impact on present-day France. Exploration and discussion of the hybrid cultures which have evolved in these diverse areas resulting from the contact between the indigenous populations and the French settlers, French education, and social structure. A comparison between Haiti, the world's first Black republic, and other Caribbean islands which have remained part of France with African countries which emerged in the last fifty years. The development in North Africa (e.g. Algeria) of an original culture melding Berber, Roman, Arabic, and French influences, with reference to Algerian history, music, art, and literature, as well as its contemporary impact on French culture. French communities in Louisiana, New England, and Canada with an introduction to the study of Cajun/ Creole French and its concomitant influence on the contemporary culture (food, music, art, etc.) of Louisiana and the rest of the U.S.

FREN A305 **Survey of French Literature. (3)** (Prereq: FREN A300 or A301, or permission of instructor) Reading, discussion, study, and analysis of selected representative literature from French writers from the Middle Ages up to the present. Special attention will be given to the development of critical skills for literary analysis.

FREN A306 **Survey of Non-Western French Literature. (3)** (Prereq: FREN A300 or A301, or permission of instructor) Reading, discussion, and study of selected representative literature by French-language writers. Focus on the writings and cultures of the French Caribbean, French West Africa, North Africa, Southeast Asia, and the Indian Ocean - countries such as Algeria, Tunisia, Senegal, Mali, the Democratic Republic of the Congo, Vietnam, Martinique, and Guadeloupe.

FREN A307 **Women in France and the Francophone World. (3)** (Prereq: FREN A300 or A301, or permission of instructor) Study of the role of women in France from the Middle Ages to the present and in the Francophone world of independent, mostly third-world French-speaking communities, as reflected in selected writings, films, and music, as well as relevant magazine articles and press reports, by and about women. Discussion of the political, economic, and social status of women, conflicts between modernization and tradition, empowerment and subservience, autonomy and community, patriarchy and equality.

FREN A388 **Selected Non-Western Topics in Translation. (3)** (Prereq: ENGL A102) Intensive study of selected topics of the non-Western French-speaking world (Africa, Asia, the Caribbean), with specific topics announced for each offering of the course. May be repeated with permission of instructor. Cannot be used to satisfy the language requirement. No previous knowledge of French necessary. (Satisfies the non-Western world studies requirement.)

FREN A397 **The French Film Experience. (3)** An introduction to the rich and varied French cinema with emphasis on the New Wave, *film noir*, historical, epic, and psychological drama. Will also consider recent experiments in post-modern, absurd or fantasy movies of the last decade. Includes one or more films from Africa. Films will be in French with English subtitles. Taught in English. No prior knowledge of French required.

FREN A398 **Selected Topics in Translation. (1-4)** (Prereq: ENGL A102) Intensive studies in selected authors or literary movements of France and the French-speaking world, with specific topics announced for each semester/year. May be repeated for credit with permission of instructor.

FREN A399 **Independent Study. (1-6)** (Prereq: permission of instructor)

German (GERM)

GERM A101 **Beginning German. (4)** (Prereq: Open to students who have not studied German previously or who place into this course) Study of the fundamentals of the language to develop an ability to read, write, speak, and understand spoken German at the most basic level as well as to be aware of cultural contexts.

GERM A102 **Continuing German. (4)** (Prereq: Grade of C or better in GERM A101 or by placement) Continuation of Beginning German with more intense practice in reading, writing, understanding, and analyzing spoken German at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where German is spoken will also be included.

GERM A210 **Intermediate German. (4)** (Prereq: Grade of C or better in GERM A102 or by placement) Students will develop proficiency in German at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Among these skills are sustaining and concluding a conversation in German on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which German is spoken as well as on the geographic region in which this language is spoken.

GERM A300 **Conversation and Composition. (3)** (Prereq: GERM A210 or by placement) Intensive oral-aural practice in conversational German with emphasis on spontaneous discourse in German, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in German, and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.

GERM A301 **Advanced German Conversation and Composition. (3)** (Prereq: GERM A210 or by placement) Intensive study of conversation and written German using the multi-skills approach and on the techniques of writing extemporaneous, anecdotal, humorous, descriptive, and controversial compositions using expanded vocabulary and advanced tenses and moods in German.

GERM A303 **German Culture and Civilization. (3)** (Prereq: GERM A300 or A301, or consent of instructor) Intensive study of the Germanic cultures and civilizations, concentrating on the evolution of High and Low German; the development of the conditions that led to the downfall of the Berlin Wall; the current immigration into Germany by a variety of people, particularly from East Germany; world-changing issues like the Holocaust; and the current and traditional impact of German economic power on other European countries and on the USA.

GERM A305 **Survey of German Literature. (3)** (Prereq: GERM A300 and A301, or by placement) Reading, discussion, study, and analysis of selected representative literature from German writers beginning from Middle Ages up to the present. Special attention will be given to the development of critical skills for literary analysis.

GERM A395 **Selected Topics. (1-4)** (Prereq: GERM A210, or permission of instructor, or by placement exam) Intensive

study of selected topics of German and the German-speaking world, with specific topics announced for each offering of the course.

GERM A397 **German Film. (3)** (Prereq: ENGL A102) The course investigates how post WWII German filmmakers deal with the Nazi past and the Third Reich. In addition, films by the most important contemporary German filmmakers (Fassbinder, Schloendorff, Herzog, Wenders, etc.) will be analyzed. Films will be in German with English subtitles or dubbed. Taught in English. No prior knowledge of German is required. Satisfies the humanities requirement.

GERM A398 **Selected Topics in Translation. (1-4)** (Prereq: ENGL A102) Intensive studies in selected authors or literary movements of the German speaking countries. Specific topics to be announced each semester/year. May be repeated with permission of instructor.

GERM A399 **Independent Study. (1-6)** (Prereq: permission of instructor)

Italian (ITAL)

ITAL A101 **Beginning Italian. (4)** (Prereq: Open to students who have not studied Italian previously or who place into this course) Study of the fundamentals of the language to develop an ability to read, write, speak, and understand spoken Italian at the most basic level as well as to be aware of cultural contexts.

ITAL A102 **Continuing Italian. (4)** (Prereq: Grade of C or better in ITAL A101 or by placement) Continuation of Beginning Italian with more intense practice in reading, writing, understanding, and analyzing spoken Italian at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Italian is spoken will also be included.

Latin (LATN)

LATN A101 **Beginning Latin. (4)** (Prereq: Open to students who have not studied Latin previously or who place into this course) Study of the fundamentals of the language at the most basic level with an emphasis on reading Latin as well as enriching one's English vocabulary and examining the cultural context of Latin (e.g., Roman way of life, art, architecture, history, literature, etc.). The evolution of modern European languages from Latin will also be studied.

LATN A102 **Continuing Latin. (4)** (Prereq: Grade of C or better in LATN A101 or by placement) Continuation of Beginning Latin with more intense practice in reading, writing, understanding, and analyzing Latin at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Latin was developed will also be included.

LATN A210 **Intermediate Latin. (4)** (Prereq: Grade of C or better in LATN A102 or by placement) Students will develop proficiency in Latin at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Emphasis will also be placed on knowledge of the historical constructs in which Latin was used and on the geographic regions in which this language was developed.

Spanish (SPAN)

SPAN A101 **Beginning Spanish. (4)** (Prereq: Open to students who have not studied Spanish previously or who place into this course) Study of the fundamentals of Spanish to develop an ability to read, write, speak, and understand spoken Spanish at the most basic level as well as to be aware of cultural contexts.

SPAN A102 **Continuing Spanish. (4)** (Prereq: Grade of C or better in SPAN A101 or by placement) Continuation of Beginning Spanish with more intense practice in reading, writing, understanding, and analyzing spoken Spanish at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Spanish is spoken will also be included.

SPAN A210 **Intermediate Spanish. (4)** (Prereq: Grade of C or better in SPAN A102 or by placement) Students will develop proficiency in Spanish at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Among these skills are sustaining and concluding a conversation in Spanish on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which Spanish is spoken as well as on the geographic regions in which this language is spoken.

SPAN A303 **Latin American Culture and Civilization. (3)** (Prereq: SPAN A316 and A317, or by placement) Study of the religious, historical, political, social, and economic organizations of the three important pre-Colombian tribes and an analysis of the impact that these cultural entities have had on contemporary Latin American Culture and Civilization. Study of the cultural changes caused in Latin America by the conquest. Study of the impact of western capital investments on Latin America and, finally, an analysis of current Latin American-USA relationships, emphasizing historical and contemporary US military interventions in Latin America. Satisfies the Non-Western world studies requirement.

SPAN A308 **Art, Literature and Film of U.S. Latinos. (3)** (Prereq: SPAN A316 and A317, or consent of instructor) Reading, study, and analysis of selected visual art, literature, and film by US Latinos from the many Latino communities of the USA, such as Dominicans, Puerto Ricans, Mexicans, and Cubans. Emphasis will be placed on contemporary representative works of each of the above genres and on discussions and analysis of the selected works.

SPAN A312 **Spanish for Medical Personnel. (3)** This course will enable pre-med students, nurses, doctors, and other health-care professionals to communicate effectively with the Latino patient, in and out of the United States, in the course of their daily work. The course will prioritize communicative skills in Spanish through the use of diverse and contemporary second-language acquisition pedagogy, including personalized questions/answers, focused role-play, translation and interpretation exercises, and technology-based activities. May be taught as a ten-to-twelve-day immersion course during the regular semester, including Maymester, or during the summer or spring breaks. Cannot be used to fulfill second-language requirements.

SPAN A313 **Spanish for Teachers. (3)** This course will present to elementary and secondary student-teachers and regular full-time teachers specialized vocabulary, grammar, and cultural information that will allow them to communicate effectively with the Latino students and their parents in the course of their interaction. This course will emphasize communicative skills and realistic role-playing activities that will focus on everyday classroom vocabulary, on social/personal situations that enhance the learning environment, and on familial constructs that address the issue of communication between the teacher and the Latino student. May be taught as a ten-to-twelve-day immersion course during the regular

semester, including Maymester or during the summer or spring breaks. Cannot be used to fulfill second-language requirements.

SPAN A314 **Spanish for Public Service. (3)** This course develops oral and aural proficiency in public service-related interactions where Spanish is the principal means of communication through practical situations and role-playing. The course studies multicultural awareness and understanding of Latino attitudes. May be taught as a ten-to-twelve-day immersion course during the regular semester, including Maymester, or during the summer or spring breaks. Cannot be used to fulfill second-language requirements.

SPAN A315 **Spanish for Business and Finance. (3)** Study of grammar, culture and specialized vocabulary that professionals in business, commerce, and finance will need to be able to communicate effectively with the Latino community, in and out of the United States, as they fulfill their daily work-related obligations. The course will emphasize communicative skills in the Spanish language and will include a variety of pedagogical strategies, such as personalized questions, cultural role-play, translation and interpretation exercises, and technology-based activities all designed to enhance the participant's knowledge of functional Spanish for business. May be taught as a ten-to-twelve-day immersion course during the regular semester, including Maymester, or during the summer or spring breaks. Cannot be used to fulfill second-language requirements.

SPAN A316 **Conversation and Composition. (3)** (Prereq: SPAN A210 or by placement) Intensive oral-aural practice in conversational Spanish with emphasis on spontaneous discourse in Spanish, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in Spanish, and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.

ASPAN 317 **Advanced Spanish Conversation and Composition. (3)** (Prereq: SPAN A210 or by placement) Intensive study of conversation and written Spanish using the multi-skills approach and the techniques of writing extemporaneous, anecdotal, humorous, descriptive, and controversial compositions using expanded vocabulary and advanced tenses and moods in Spanish.

SPAN A318 **Spanish Linguistics. (3)** (Prereq: any SPAN A300 level course) Introduction to Spanish linguistics. Emphasis on phonology, pronunciation, semantics, and syntax. The historical, regional, and social variations of the Spanish language and their practical and global applications will be studied and analyzed.

SPAN A319 **Spanish Peninsular Culture and Civilization. (3)** (Prereq: SPAN A316 and A317, or by placement) Study of the different cultures of Spain, beginning with the Iberian tribes and continuing with the Romans, the Visigoths, the Arabs, and up to the contemporary culture and civilization. Study of the impact that these different cultures have on Spanish traditional and contemporary culture. Study of the classical and contemporary art of Spain and its major national and international influences.

SPAN A320 **Survey of Latin American Literature. (3)** (Prereq: SPAN A316 or A317, or by placement) Reading, discussion, and study in all literary genres of selected representative works of Latin American writers, beginning from the pre-Columbia period up to the late nineteenth century. Special emphasis will be given to the development of critical skills for literary analysis.

SPAN A321 **Survey of Latin American Literature II. (3)** (Prereq: SPAN A316 and A317, or by placement) Reading, discussion, and study of selected representative works of Latin American writers, beginning from the late nineteenth century up to the present. Special emphasis will be given to the development of critical skills for literary analysis.

SPAN A340 **Survey of Peninsular Literature. (3)** (Prereq: SPAN A316 or A317, or by placement) Reading, discussion, and study in all literary genres of selected representative works of Spanish Peninsular literature, beginning from the Middle Ages up to the present. Special emphasis will be given to the development of critical skills for literary analysis.

SPAN A380 **Hispanic Cultures and Identities. (3)** (Prereq: ENGL A102) Taught in English. Course explores the development of contemporary Latin American worldviews and identity by focusing on the various contributions of indigenous, European, and African peoples to the sense of identities and cultural traditions in the Americas. This course does not apply towards a Spanish minor. Cannot be used to satisfy the language requirement. (Satisfies the non-Western world studies requirement.)

SPAN A388 **Selected Non-Western Topics in Translation. (1-4)** (Prereq: ENGL A102) Taught in English. An intensive, critical study of selected topics in literature, culture, and civilization. Topics will address primarily Latin American issues. Specific topics will be announced each semester. May be repeated with permission of instructor. Cannot be used to satisfy language requirement. (Satisfies the non-Western world studies requirement.)

SPAN A397 **Hispanic Film. (3)** (Prereq: ENGL A102) The course will be taught in English and the films will have English subtitles. An introduction to Hispanic film with emphasis on its artistic, social, political, and cultural contexts. Students will analyze a variety of classic and contemporary films from Latin America, Spain, and the United States. (Satisfies the non-Western world studies requirement)

SPAN A399 **Independent Study. (1-6)** (Prereq: permission of instructor)

SPAN A426 **Afro-Hispanic Literatures. (3)** (Prereq: ENGL A102) The course is an interdisciplinary approach to the confluence of African and Hispanic cultures in the Caribbean and continental regions. Readings and discussion of works in their cultural, historical, literary, and socio-economic context. (Satisfies the non-Western world studies requirement).

SPAN A488 **Selected Non-Western Topics. (1-4)** (Prereq: SPAN A316 or SPAN A317, or permission of instructor) An intensive study of classical and contemporary Latin American topics in language, literature, literary theory, and culture and civilization. Topics will be announced in advance. (Satisfies the non-Western world studies requirement.)

SPAN A498 **Selected Topics. (1-4)** (Prereq: SPAN A309 or permission of instructor) An intensive study of selected topics in literature, language, culture, civilization, and theory. Specific topics will be announced each semester.

Department Of History, Political Science, And Philosophy

David Dillard-Wright, Department Chair

Associate Professors

Roger A. Deal (History), Ph.D., University of Utah, 2006
Cleora Toole Murray Chair in History
David Dillard-Wright (Philosophy), Ph.D., Drew University, 2007
Elizabeth A. Georgian (History), Ph.D. University of Delaware, 2011
Samuel Pierce (History), Ph.D., University of Florida, 2007
Thomas J. Wood (Political Science), Ph.D., Tufts University, 2005

Assistant Professors

Meaghan Dwyer-Ryan (History), Ph.D., Boston College, 2010
Heather Peterson (History), Ph. D., University of Texas at Austin, 2009
Matthew P. Thornburg (Political Science), Ph.D., George Mason University, 2013
Sarah Young (Political Science), Ph.D., University of Tennessee-Knoxville, 2015

Senior Instructor

Alexia J. Helsley (History), M.A., University of South Carolina, 1974

Adjunct Faculty

Robert P. Anzuoni (History), M.A., University of Massachusetts, 1993
Thomas B. Burrus (Philosophy), M.A., University of Houston, 2009
William E. Kiesling (History), M.Ed., University of South Carolina, 1979
Erin McCullough (Political Science), M.A., Loyola University-Chicago, 2011
Andrew D. Smith (Religion), M.Div., Yale Divinity School, 2010
Shannon Deer Smith (Religion), M.A., University of South Carolina, 2010
Taggert E. Wolverton (Religion), Ph.D., Vrije Universiteit Amsterdam, 2014

Distinguished Professors Emeriti

Carol S. Botsch (Political Science), Ph.D., University of South Carolina, 1988
Robert E. Botsch (Political Science), Ph.D., University of North Carolina at Chapel Hill, 1977
Carolina Trustee Professor
William S. Brockington, Jr. (History), Ph.D., University of South Carolina, 1975
James O. Farmer (History), Ph.D., University of South Carolina, 1982
Elaine Lacy (History), Ph.D., Arizona State, 1991
Valdis O. Lumans (History), Ph.D., University of North Carolina at Chapel Hill, 1979
Carolina Trustee Professor
Girma Negash (Political Science), Ph.D., University of Colorado, 1982
W. Calvin Smith (History), Ph.D., University of North Carolina at Chapel Hill, 1971

Professor Emerita

Blanche Premo-Hopkins (Philosophy), Ph.D., Marquette University, 1974

Department Mission Statement - History Program

The History Program, an exclusively undergraduate program leading to the BA degree, supports the USC Aiken mission as written on page 1 of the *USC Aiken Bulletin* and is designed to achieve these goals. In addition the faculty have accepted the following specific mission: 1) contribute to the humanistic, liberal education of all USCA students; 2) prepare history majors to meet program requirements and ultimately receive the BA degree in History; 3) provide auxiliary services for other disciplines (e.g., history courses as electives, cognates, minors and other curriculum majors to meet program requirements and ultimately receive the BA degree in History; 3) provide auxiliary services for other disciplines (e.g., history courses as electives, cognates, minors and other curriculum requirements); 4) contribute to the overall development of the USC Aiken academic community through faculty services activities; 5) contribute academic and scholarly expertise to the Aiken community and beyond. The history faculty strives to fulfill this mission primarily through instruction, research, and service, in particular the emphasis on pursuit of academic excellence.

Curricula

In order to be awarded a bachelor's degree with a major in history or a major in political science, students must complete the basic requirements listed below and specific major requirements. The basic requirements include general education requirements (pages 28-29 "Academic Regulations") and either a minor (18 hours) in a discipline other than the major discipline, or a cognate (12 hours), consisting of advanced courses in at least two different disciplines related to the student's major interest. political science and history majors who either have a completed degree in another field, or are working on another degree concurrently, or have declared a double major, are not required to have a minor or cognate as a requirement for graduation. All course work counting towards the major, minor or cognate must be completed with at least a C grade. Courses in which a grade less than C is made may be repeated. Electives, courses not counting towards the general education requirements, major requirements, or either the minor or cognate should be chosen to provide the student with the broadest possible education. Developmental courses will not count toward the 120 hour requirement for a bachelor's degree in this department. The maximum number of credit hours for activities courses accepted for credit towards a political science or a history degree is four. The department chair will determine the applicability of all transfer courses towards degrees granted in the department. Transfer students working towards a degree in history or political science must take a minimum of 12 hours of major requirement courses at USC Aiken. It is the student's responsibility to plan a suitable course of study for her/his goals and to consult frequently with a major advisor as to the selection of courses. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Technological Literacy in History and Political Science

History and political science majors receive fundamental information technology instruction and develop basic computer skills needed for their respective fields in their required methodology courses, HIST A300 and POLI A301. All other Department courses, surveys as well as upper level courses, require some exposure to computer technology, from simple word-processing, to internet and Web-usage, to more complex data manipulation. The particular mode of technology is left to the discretion of the instructor and the nature of the course.

Bachelor of Arts—Major in History

To fulfill the Bachelor of Arts degree requirements in History a student must successfully complete at least 120 credit hours in academic subjects. All candidates for the degree of Bachelor of Arts with a major in History must satisfy a set of general education requirements, listed below, which are designed to prevent any student from adopting too narrow an academic are designed to prevent any student from adopting too narrow an academic focus. In addition to these requirements the student must choose to pursue either a minor or a cognate. As a major requirement the student must take 33 hours of history courses numbered 300 or above.

HIST A300 should be taken as soon as possible after a history major attains sophomore status (30 hours). **History Honors Recognition**: Senior History majors (90 hours or more) will be considered, by the department, as a "History Honors Major," upon completion of the Senior Capstone, HIST A499, with the grade of A.

History majors may take up to nine hours of independent study in history that will count towards the major and six hours in other disciplines for a maximum 15 hours of independent studies.

1. General Education Requirements 56-59

A. Knowledge of Human Cultures and the Physical and Natural World 37-40
At least three hours must be in **non-Western World Studies**, unless an ap-

proved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 9
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1].....12
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Literature, Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication.....3
   (COMM A201, COMM A241)

4. Math/Statistics/Logic 6
   Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on pages 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements.....33

- HIST A300 The Historian's Craft.....3
- HIST courses 300-level and above 27
- The 27 hours must be distributed as follows[2]:
  - United States History (300-level).....3
  - United States History (400-level).....3
  - European (300-level) 3
  - European (400-level).....3
  - Non-Western (300-level).....3
  - Non-Western (400-level).....3
  - Electives (300- and/or 400-level).....9
- HIST A499 Senior Capstone.....3

3. Cognate or Minor 12-18

- Cognate 12
- Minor.....18

4. Free Electives.....10-19

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.

[2] The department will determine the field of any course whose subject is general in nature and does not clearly fit any of the three fields.

Minor in History

All courses must be 300-level or higher

Requirements:

HIST A300, The Historian's Craft.....3
U.S.History.....6
Non-U.S. History.....6
Any area of History (student's choice).....3

Total hours required 18

Department Mission Statement - Political Science Program

The Political Science Program, an exclusively undergraduate program leading to the BA degree, supports the USC Aiken mission as written on page 1 of the *USC Aiken Bulletin* and is designed to achieve these goals. In addition the faculty accepted the following specific mission:

1) contribute to the humanistic, liberal education of all USC Aiken students; 2) prepare political science majors to meet program requirements and ultimately receive the BA degree in Political Science; 3) provide auxiliary services for other disciplines (e.g., political science courses as electives, cognates, minors, and other curriculum requirements); 4) contribute to the overall development of the USC Aiken community through faculty service activities; 5) contribute academic and professional expertise to the Aiken community and beyond. The faculty strives to fulfill its mission primarily through instruction, research, and service, and especially the pursuit of academic excellence.

Political Science Honors Recognition: Senior political science majors (90 hours or more) will be considered by the department as a "Political Science Honors Major, " upon completion of the Senior Honors Thesis, POLI A500, with the grade of B or higher. See the description of POLI A500 for prerequisites and conditions. POLI A500 will be included as one of five electives, either in Option #1 or Option #2 below.

Bachelor of Arts—Major in Political Science

All candidates for the Bachelor of Arts degree with a major in Political Science must complete 120 credit hours of academic work, including the general education requirements listed below (56-58 hours), either a minor (18 hours) or a cognate (12 hours) (refer to description of minor and cognate under History requirements), and the following major requirements:

1. General Education Requirements 56-59

A. Knowledge of Human Cultures and the Physical and Natural World 37-40

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 9
   Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1].....12
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication.....3
   (COMM A201, COMM A241)

4. Math/Statistics/Logic 6
   Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions.....3
   (HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on page ... 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements.....37

Common Core:

POLI A121, and A122 or A123, and A201, A301 13
American Government (POLI A368, A461, A463, A465, or A467). 3
International Relations/Comparative Politics (POLI A315, A316, A340, A344, A420, A440, A481, or A487)..... 3
Political Theory (POLI A320, A321, A322, A421, A422, or A423.....3
Public Administration (POLI A370, A373, A374, A471, or A472..... 3

Electives

Any political science 300-level or above.....12
For those who qualify, an approved POLI A500-Senior Honors Thesis.

3. Cognate or Minor 12-18

Cognate 12
Minor.....18

4. Free Electives..... 6-15

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 30.

[2] Requires a 3.5 GPA in major courses and permission of instructor.

POLI A301 should be taken as soon as possible after a political science major attains sophomore status (30 hours).

Political science majors may take up to nine hours of independent study in political science that will count towards the major and six hours in other disciplines for a maximum of 15 hours of independent study.

Minor in Political Science

Requirements:

POLI A121, A122, or A123. 3
POLI A301 Scope and Methods of Political Science 4
American Government (POLI A368, A461, A463, A465, or A467).....3
International Relations/Comparative Politics (POLI A315, A316, A340, A344, A420, A440, A481, or A487) 3
Political Theory (POLI A320, A321, A322, A421, A422, or A423).....3
Public Administraton (POLI A370, A373, A374, A471, or A472) 3

Total hours required 19

International Studies

Minor in International Studies

Requirements:

Humanities

(one of the following is required): 3
ARTH A105, A106, A312 or A397
A non-US literature course above the 200 level
HSSI A201 Peace Studies
COMM A450 Intercultural Communication
Language 200 level or greater

Anthropology/Geography/Sociology
(two of the following are required):.....6
ANTH A102 Understanding Other Cultures or
upper level cultural anthropology course
GEOG A101 Geography of the Developed World,
or GEOG A102 Geography of the Developing World,
or other non-US geography course
SOCY A410 Social Demography

International History: 3
Any non-US history above the 300 level

International Relations (two of the following are required): 6
POLI A122 Introduction to International Relations or POLI A123
Introduction to Comparative Politics
POLI A315 International Relations
POLI A316 Comparative Politics
POLI A344 International Political Corruption
POLI A420 International Law
POLI A440 Russian and Post-Soviet Foreign Policy
POLI A481 European Integration
POLI A487 Government and Politics of Africa

Total hours required 18

Minor in International Relations

Requirements:
POLI A122 Introduction to International Politics or POLI A123 Introduction to Comparative Politics..... 3
Two of the following coursees are required..... 6
POLI A340 Conduction and Formulation of US Policy
POLI A440 Russian and Post-Soviet Foreign Policy
POLI A481 European Integration
POLI A487 Politics and Governments of Africa
Institutions courses--two of the following are required.....6
POLI A315 International Politics
POLI A316 Comparative Politics
POLI A344 International Political Corruption
POLI A420 International Law
Elective.....3
Choose from one additional Regional Studies or Institutions Courses from the lists above

Total hours required 18

Philosophy

Several courses in philosophy are offered. Students contemplating a major in philosophy can complete at least the first two years of a standard curriculum at USC Aiken and transfer to another college to complete their degree. Students may include philosophy as a concentration or component of the BIS program.

Minor in Philosophy

Requirements:
PHIL A102 Introduction to Philosophy 3
PHIL A110 Introduction to Formal Logic.....3
One of the following: 3
PHIL A302 Ancient Philosophy
PHIL A303 17th and 18th Century Philosophy and Science
PHIL A304 19th and 20th Century Philosophy
Three additional courses: 9
Any courses with the PHIL acronym
No more than two of the following courses:
POLI A320 Introduction to Political Theory
POLIA 321 Sexual Politics and Political Theory
POLI A322 American Political Theory
PSYC A445 History and Systems of Psychology
SOCY A496 Sociological Theory

Total hours required 18

Religious Studies

Several courses in religious studies are offered. Students contemplating a major in religious studies can complete at least their first two years at USC Aiken. Students may include religious studies as a concentration or component in the BIS degree.

Minor in Religious Studies

Requirements:
I. PHIL A102 Introduction to Philosophy.....3
II. RELG A101, A103 6
III. One of the following courses: 3
ANTH A352 Anthropology of Magic and Religion
HIST A341 Religion in America: A Historical Survey
RELG A301 Introduction to the Hebrew Bible
RELG A302 Introduction to Early Christian Writings
IV. Two additional courses selected from: 6
ENGL A389 Classical Mythology
ENGL A425 Early America Literature
HIST A441 Topics in Religious History
HSSI A201 Peace Studies
PHIL A211 Contemporary Moral Issues
PHIL A302 Ancient Philosophy
PHIL A311 Ethics
RELG A390 Topics in Religious Studies
Any of the courses listed above in III not taken to fulfill item III
Total hours required 18

Course Descriptions

History (HIST)

HIST A101 **Introduction to World Civilizations to 1750. (3)** A survey of the social, economic, cultural, and political development of the major world civilizations of Europe, Asia, Africa, and the Western Hemisphere from prehistory to ca. 1750.

HIST A102 **Introduction to World Civilizations Since 1750. (3)** A survey of the social, economic, cultural, and political development of the major world civilizations of Europe, . Asia, Africa, and the Western Hemisphere from ca. 1750 to present. (HIST A101 is not a prerequisite for HIST A102).

HIST A201 **History of the United States to 1865. (3)** A general survey of the history of America from the sixteenth century through the Civil War, emphasizing major political, economic, social, cultural, and intellectual developments.

HIST A202 **History of the United States from 1865 to the Present. (3)** A general survey of the history of America from the Civil War to the present, emphasizing major political, economic, social, cultural, and intellectual developments. (HIST A201 is not a prerequisite for HIST A202.)

HIST A300 **The Historian's Craft. (3)** (Prereq: Sophomore standing [30 hours] or permission of instructor) An introduction to history as a discipline, emphasizing the development of critical reading, thinking, and writing skills through historiography and primary source analysis.

HIST A319 **The Birth of Europe. (3)** A survey of the formation and development of Europe from the 4th to 14th centuries. Emphasis upon the emergence of European culture and the interaction between western Europe and the Byzantine/Islamic East.

HIST A320 **Early Modern Europe, 1300-1789. (3)** A survey of the dynastic, territorial states of Europe from the Renaissance to the French Revolution.

HIST A321 **Modern Europe. (3)** A survey of the development of the modern nation state from the French Revolution to the present.

HIST A330 **Colonial America. (3)** The European migration to America, the founding of the English colonies, the major aspects of colonial life, society, customs, and institutions in the 17th century and the developing maturity and transformation of the colonies in the 18th century.

HIST A331 **The American Revolutionary Era. (3)** The background, causality and unfolding of the Revolutionary Era, the course of the War for Independence, the establishment of the Confederation and the Constitution, and the early development of the new nation to 1815.

HIST A332 **Antebellum America. (3)** The political, economic, social, and cultural development of the United States in the antebellum era, focusing on the rise of an industrial society, the evolution of participative democracy, the rise of "the West," the role of immigration in building America, and the role of reform movements in shaping the United States.

HIST A334 **The Era of Civil War and Reconstruction, 1850-1877. (3)** The political, military and social history of the Civil War era and the reorganization in the United States which followed the war.

HIST A335 **Emergence of Modern America, 1877-1920. (3)** A survey of late nineteenth-century and early twentieth-century United States history with emphasis on the economic, cultural, and resulting political developments from the end of Reconstruction through 1920.

HIST A338 **Contemporary United States. (3)** A history of the United States from the New Deal to the present. Emphasis is placed on social-cultural, economic, military, and political changes resulting from the New Deal, World War II, and the Cold War.

HIST A340 **Survey of African American History. (3)** A topical study of African-American history from colonial times to the present.

HIST A341 **Religion in America: A Historical Survey. (3)** A surveyof the historical development of religion in America from the Puritan experience through contemporary religious pluralism.

HIST A342 **Immigration, Race, and Ethnicity in America (3).** An exploration of the major themes and debates in American immigration history. Topics include key migration waves, immigration policy, acculturation and attitudes toward immigrants, shifting constructs of ethnicity and race, and immigration patterns. Methodological issues in researching immigration history will also be explored.

HIST A345 **Early Islamic Civilization. (3)** A survey of the Islamic world from its 7th-century beginnings to the Mongol conqusts of the early 15th century. Covers origin and spread of Islam, the political and cultural evolution of the Umayyad and Abbasid states, and developments in Islam beyond the Middle East.

HIST A346 **The Ottoman Empire. (3)** A survey of the Ottoman Empire from 1299-1922. Examines the origins of the Ottoman Empire and its expansion at the expense of the Byzantine empire, the growth of the Ottoman state to its position as the preeminent Islamic Empire, its efforts to maintain its power in its struggle with European imperialism, and its collapse as a result of World War I.

HIST A347 **The Modern Middle East. (3)** The history of the Middle East from World War I to the present. Topics include European colonialism and post-colonialism, Zionism, nationalism, modernization and Westernization, and modern Islamist political movements.

HIST A351 **South Carolina Heritage. (3)** A survey of South Carolina history from its Native American origins to the present. Major topics include the context of its founding, its maturation and "golden age," its role in the Revolution, internal divisions, including slavery, and their resolution, conflicts with the federal government and their climax in war and reconstruction, the slow recovery from these traumas, and the state's gradual modernization.

HIST A361 **Early Latin America: From European Discoveries Through Independence. (3)** The establishment and consolidation of European empires in Central and South America; the formation of political, social, economic, and cultural traditions of Latin America; the struggle for political independence. Satisfies non-Western world studies requirements.

HIST A362 **Modern Latin America: From Independence to the Present. (3)** The consequences of independence; the evolution of Latin America society, culture, economy, and states since independence; the problems of modernization and development from the period of independence to the present. Satisfies non-Western world studies requirements.

HIST A366 **Modern East Asia. (3)** A survey of the political, social, and economic development of the four major East Asian societies and civilizations, China, Japan, Korea, and Viet Nam, from earliest times to the present, with emphasis on the 19th and 20th centuries. Satisfies non-Western world studies requirements.

HIST A370 **Introduction to Public History. (3)** A survey of the practice of history in non-academic settings -- archives, museums, historic preservation and state and national parks. Also, public historians' methods for interpreting and defining the past using governmental archives, manuscripts, archaeology, and clues from the built environment.

HIST A371 **History of Genocide and Ethnic Cleansing. (3)** An examination of mass violence in the twentieth century. The course will look closely at the motives of perpetrators as well as efforts to prevent future violence, beginning with the Ottoman attacks on Armenians during World War I and moving forward to the genocidal violence in Rwanda in the 1990s.

HIST A372 **History of Illness and Medicine in America. (3)** A survey of illness and medicine, disease and health, and faith and healing, broadly defined, in American history, beginning with colonization and ending in the 21st. century.

HIST A374 **History of Science. (3)** Addresses major revolutions in Western scientific thought from the Copernican Revolution to the present through historical contexts and cultural meanings. Examines interrelationship between science and society (religion, economics, politics, art).

HIST A375 **History through Film. (3)** An exploration of the connection between film and historical events, eras, people, and ideas. Topics will vary.

HIST A376 **History through Biography. (3)** An exploration of a historical event, era, person, or theme through the critical analysis of sources like diaries, memoirs, autobiographies, and biographies. Topics will vary.

HIST A377 **Popular Culture and History. (3)** An exploration of the relationship between popular culture and history in a particular time, place, or society or through a particular theme. Topics will vary.

HIST A386 **War in the 20th Century. (3)** A study of the 20th century themes of nationalism, totalitarianism, and imperialism. Extensive use of documentaries and feature films illustrate these themes.

HIST A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

HIST A400 **Directed Internship. (3)** (Prereq: Junior and Senior Standing) Supervised professional, applied experience in field of history. May be repeated for a maximum of 6 credit hours. A signed contract is required.

HIST A420 **Nationalism in Europe. (3)** (Prereq: HIST A101 or HIST A102) An investigation of the origins and spread of nationalism, as both an idea and a political movement, since the French Revolution.

HIST A421 **Vikings. (3)** (Prereq: HIST A101 or HIST A102) Survey of the "Viking Age," roughly c. 780 - 1070, that examines the roles of geography, economics, and seafaring skills in the launch and success of the Viking movement; the differing impacts of this diaspora on Eastern and Western Europe, the British Isles, the North Atlantic and the Mediterranean, and the legacy of these daring seafarers.

HIST A422 **Europe in Crisis. (3)** (Prereq: HIST A101 or HIST A102) A study of Europe's history from 1914-1945, including two world wars, the rise of fascism and communism, and economic turmoil.

HIST A423 **History of Mexico. (3)** (Prereq: HIST A101 or HIST A102) A survey of political, social and economic aspects of Mexican history from pre-Columbian times to the present, with an emphasis on modern Mexico. Satisfies non-Western world studies requirements.

HIST A430 **U.S. Constitutional History. (3)** (Prereq: HIST A201 or HIST A202) The evolution of constitutional law and interpretations in the context of broader social, religious, cultural, and political changes from the Articles of Confederation to the present.

HIST A431 **American Patrotism (3).** (Prereq: HIST A201 or HIST A202) An examination of the complex history of American patriotism and how it has influenced the nation's public culture since its founding. Themes include connections with nationalism, waqr, religion, race and ethnicity, gender, education, entertainment, and sport.

HIST A436 **Issues in African American History. (3)** (Prereq: HIST A201 or HIST A202) A detailed examination of several issues in the history of African Americans. This course is intended to follow the more general survey of African American history with in-depth readings of key primary and secondary sources. Completion of HIST A340 is recommended as a background but is not required.

HIST A441 **Topics in Religious History.** (3) (Prereq: HIST A101 or HIST A102.) A detailed examination of particular topics, events, groups of people, or institutions in the context of religion.

HIST A447 **The Arab-Israeli Conflict. (3)** (Prereq: HIST A101 or HIST A102) Examines the historical origins and development of the current conflict between Israel and the Arab countries, particularly Palestine, from the beginning of political Zionism in the late 19th Century to the present.

HIST A448 **Islamic Political Movements. (3)** (Prereq: HIST A101 or HIST A102) Examines the use of Islamic ideals and rhetoric in political movements from the 19th century to the present, how Islam has been and is used in support of democracy and in efforts to overthrow democratic forms of government. Also, Islamic socialism, fundamentalism in Islamic politics, and reformist, modernizing Islamist politics.

HIST A451 **Issues in South Carolina History. (3)** (Prereq: HIST A201 or HIST A202) A detailed examination of some of the forces, personalities, and events that have shaped South Carolina from its founding in 1670 to the present. Completion of HIST A351 is recommended as background.

HIST A464 **American Women's History. (3)** (Prereq: HIST A201 or HIST A202) Topical and chronological study of women's lives and roles as social, cultural, religious, and political actors from the colonial period to the present.

HIST A474 **Issues in Environmental History. (3)** (Prereq: HIST A101 or HIST A102) Topical, geographical, and chronological study of environmental history. Examines human ineteraction with the natural world, questions of sustainability, aesthetics, urbanization, industrialization, conservation, and environmentalism.

HIST A492 **Non-Western Topics. (3)** Topics selected will satisfy the non-Western world studies general education requirements.

HIST A493, A494, A495 Topics in History. (3) Reading and study of selected historical subjects. To be offered as a regular lecture/discussion course on a "demand basis" only.

HIST A499 **Senior Capstone. (3)** (Prereq: Senior standing; department chair permission) An individual writing project under faculty supervision.

HIST A599 **Advanced Topics in History. (3-6)** Reading and research on selected historical topics. Course content varies and will be announced in the schedule of classes by specific title.

Political Science (POLI)

POLI A121 **Introduction to Politics. (3)** Overview of politics and the study of government, focusing on theory, behavior, and institutions in the distribution and use of power among a group of people. This course is open to all students, but political science majors are encouraged to take this course as soon as possible after they enter the program.

POLI A122 **Introduction to International Relations. (3)** A survey course of international politics introducing the concepts and tools of the field with exposure to the unfolding events of world politics. Satisfies non-Western world studies requirements.

POLI A123 **Introduction to Comparative Politics. (3)** An introductory comparative politics course focusing on economically developing countries. This course explores political, constitutional and other evolving governance issues in selected case studies. Satisfies non-Western world studies requirements.

POLI A201 **American National Government. (3)** The formation and development of the national government, its organization, and powers.

POLI A301 **Scope and Methods of Political Science. (4)** (Prereq: Sophomore standing [30 hours]) A survey of the methods for drawing descriptive and causal inferences in political science. The course emphasizes philosophy of science and the rolel of empirical research in the study of politics. Includes a laboratory.

POLI A315 **International Relations. (3)** A study of the major political-diplomatic practices and ideas relevant to international relations and foreign policy choices.

POLI A316 **Comparative Politics. (3)** Comparative approaches to political systems, behavior, and institutions.

POLI A320 **Introduction to Political Theory. (3)** Introductory survey of the history of political ideas, emphasizing primary texts and exploring interpretive methods.

POLI A321 **Gender Politics and Political Theory. (3)** Historical development of gender theory and contemporary debates within gender politics.

POLI A322 **American Political Theory. (3)** Conprehensive survey of questions in political theory surrounding the Constitution, from the founding to the contemporary period.

POLI A340 **The Conduct and Formulation of United States Foreign Policy. (3)** An analysis of how contemporary United States foreign policy is made and conducted.

POLI A344 **International Political Corruption. (3)** This course will deal with political corruption as it pertains to democratization, political change, electoral processes, voting, and the formation of government policy and behavior.

POLI A352 **Judicial Politics. (3)** A study of the legal process and judicial structure, judicial decision-making, political influences on the legal system, and the role of the courts in our political system. Contemporary issues used to explore the court's role as policy-maker and to observe evolution in the law.

POLI A353 **Gender and the Law. (3)** A study of case law which affects gender roles and status in the areas of civil rights, family, employment, and sexuality. The emphasis of the course is on the impact of law on political, social, and private relations, and on the potential of the law to stimulate change in these and other areas.

POLI A368 **Public Opinion, Interest Groups and Parties. (3)** An analysis of American public opinion including how opinion is formed and influences public policies through interest groups, parties, and elections.

POLI A370 **Introduction to Public Administration. (3)** A study of the basic principles and theory of administrative structure, responsibility, and control in relation to policy-making in the modern state.

POLI A373 **Women and Public Policy. (3)** Examination of how public policy affects women. A number of policy areas will be covered, including both a historical perspective and current issues. Focus is on the United States.

POLI A374 **Introduction to Public Policy. (3)** Examination of social, political, and technical forces in policy-making. Various theories of public policy as well as selected policy areas are covered. Current policy issues will also be included and integrated into the larger theories of decision-making.

POLI A399A **Independent Study. (Political Science) (1-6)** (Prereq: permission of instructor) Directed independent project.

POLI A399B **Independent Study. (International Studies) (1-6)** (Prereq: permission of instructor) Directed independent project.

POLI A420 **International Law. (3)** Examaines the origins, development, and principles of public international law; its development into new fields such as human rights and the environment; and its application in the settlement of international disputes.

POLI A421 **Classical Political Theory. (3)** Advanced survey of the political tradition of the ancient and medieval worlds, from ancient Greece to the Renaissance.

POLI A422 **Modern Political Theory. (3)** Advanced survey of modern and contemporary political theory, from the Reformation to today.

POLI A423 **Movements in Political Theory. (3)** Examination of how major movements in political theory (critical theory, liberalism, Marxism, Straussianism, structuralism) interpret the Western tradition and contemporary problems.

POLI A431 **Constitutional Law. (3)** A study of the development of Constitutional law from the Reconstruction to the present with special emphasis on the role of the Supreme Court regarding individual rights and liberties.

POLI A440 **Russian and Post-Soviet Foreign Policy. (3)** This course examines the growth of multiple foreign policy trajectories in Russia and the other fourteen former Soviet Republics since 1991. Issues of security, geopolitical orientation, identity and foreign policy will be highlighted, as will non-traditional security threats.

POLI A458 **South Carolina and State and Local Politics. (3)** Using South Carolina as a point of departure, a comparative analysis of the powers, organization, problems, processes, and programs of state and local politics.

POLI A461 **Congressional Politics. (3)** A study of the structure, organization, powers, functions, problems, and politics of the American Congress.

POLI A463 **Presidential Politics. (3)** A study of the organization, powers, roles, problems, and politics of the American Presidency.

POLI A465 **Political Psychology. (3)** An examination of government and politics, focusing on the individual as the primary unit and using the theories of psychology to understand political behavior.

POLI A467 **The American Election. (3)** Explores American federal elections, emphasizing the interplay of institutions and behavior with special emphasis on current elections.

POLI A471 **Public Financial Administration. (3)** Principles and practices of financial administration, including organization, budgeting, assessment, treasury management, and debt.**POLI A472 Public Personnel Management. (3)** Fundamental principles of personnel organization and administration, including an analysis of personnel techniques.

POLI A481 **European Integration. (3)** This course provides an overview of the formation of the European union and examines how the EU works. It analyzes issues such as sovereignty, the introduction of the common currency, the creation of a European identity, immigration policy, the Brexit, and migration issues.

POLI A487 **Politics and Governments of Africa. (3)** Political developments, processes and institutions of selected African states. Satisfies non-Western world studies requirements.

POLI A492 **Non-Western Topics. (3)** Topics selected will satisfy the non-Western world studies general education requirement.

POLI A493, A494 Special Topics. (3 each)

POLI A500 **Senior Honors Thesis. (3)** An individual research and writing project under faculty supervision. Must have senior standing; 3.0 overall GPA; 3.5 GPA in political science courses; permission of instructor.

Philosophy (PHIL)

PHIL A102 **Introduction to Philosophy. (3)** An introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers will be read.

PHIL A110 **Introduction to Formal Logic. (3)** The nature of arguments, fallacies, criteria, and techniques of valid inductive and deductive inference; applications.

PHIL A211 **Contemporary Moral Issues. (3)** (Prereq: PHIL A102 or permission of instructor) Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, euthanasia, war, punishment of criminals, poverty, race relations, sexual equality, and ecology.

PHIL A302 **Ancient Philosophy. (3)** (Prereq: PHIL A102 or permission of instructor) An introduction to the development of philosophy in the ancient world through the study of the works of representative philosophers focusing on Plato and Aristotle.

PHIL A303 **Seventeenth and Eighteenth Century Philosophy and Science. (3)** (Prereq: PHIL A102 or permission of instructor) An examination of the development of modern philosophy. Special attention is given to the Scientific Revolution and to the interaction of philosophy, religion, and science.

PHIL A304 **Nineteenth and Twentieth Century Philosophy. (3)** (Prereq: PHIL A102 or permission of instructor) An introduction to principal movements of Western philosophy since 1800 through study of significant philosophers. Movements studied may include Idealism, Marxism, Pragmatism, Existentialism, Hermeneutics, and Analytical Philosophy.

PHIL A311 **Ethics. (3)** (Prereq: Sophomore or higher class standing) A study of the principles of moral conduct and of the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts. Study will include analysis of cases, literature, and film to elicit moral response and argument.

PHIL A312 **Philosophy and Science. (3)** (Prereq: PHIL A102 or permission of instructor) This course introduces students to the intersection between science and philosophy. Topics include the analysis of scientific inference (induction) and the methods and theories contributed by science to our understanding of the world. Questions explored include the following: Can we justify claims made by scientific theories? What counts as scientific "truth?" What are "laws of nature" and how are they "discovered?" The course also addresses questions that both philosophers and scientists pursue through interdisciplinary exchange in the classroom.

PHIL A325 **Engineering Ethics. (3)** An investigation of ethical issues in engineering and engineering-related technology. Topics include whistleblowing, employee/employer relations, environmental issues, issues related to advances in information technology, and privacy.

PHIL A350 **Philosophy of the Animal. (3)** A study of animality in relation to human nature and human culture. Includes an exploration of human representations of animals in religion, art, and literature. Animal ethics will also be discussed.

PHIL A390 **Topics in Philosophy. (3)** (Prereq: PHIL A102 or permission of instructor) Reading and study of selected topics in philosophy.

PHIL A399 **Independent Study. (1-6)** (Prereq: consent of instructor) Supervised individual studies in philosophy.

Religion (RELG)

RELG A101 **Biblical History and Literature. (3)** A brief introduction to contemporary study of the Bible; its historical background, writing, and transmission; its principal persons, events and ideas, and their significance for the present time.

RELG A103 **Comparative Religion. (3)** A study of the major religions of the world in traditional and contemporary settings: including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Satisfies non-Western world studies requirements.

RELG A301 **Introduction to the Hebrew Bible. (3)** A critical study of the literature of the Hebrew Bible (Old Testament in English translation), emphasizing its historical development and meaning in the life of ancient Israel.

RELG A302 **Introduction to Early Christian Writings. (3)** A historical and critical study of the origin, structure, and transmission of early Christian writings, including the New Testament, and their meaning in the life and thought of the early Church; emphasis is placed on the life, teaching, and significance of Jesus and Paul-both for their day and for ours.

RELG A390 **Topics in Religious Studies. (3)** Reading and study of selected topics in religious studies.

RELG A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

Department of Sociology

Douglas Kuck, Department Chair

Professor

Christine Wernet (Sociology), Ph.D., University of Akron, 2000

Associate Professors

DeAnna L. Gore (Sociology), Ph.D., Florida State University, 2010
Douglas Kuck (Sociology), Ph.D., Bowling Green State University, 1993
Michelle A. Petrie (Sociology), Ph.D., University of Georgia - Athens, 2004
Linda Qingling Wang (Geography), Ph.D., University of Wisconsin-Madison, 1997
Melencia Johnson (Sociology), Ph.D., Southern Illinois University, Carbondale, 2010
Philip B. Mason (Sociology), Ph.D., Mississippi State University, 2012

Assistant Professors

Timothy McClure (Sociology), Ph.D., Mississippi State University, 2016
William H. Westermeyer (Anthropology), Ph.D., University of North Carolina- Chapel Hill, 2016

Distinguished Professors Emeriti

Barbara E. Johnson (Sociology), Ph.D., Ohio State University, 1985
Raymond M. Weinstein (Sociology), Ph.D., University of California at Los Angeles, 1968

Professor Emeritus

John L. Beth, Jr. (Anthropology, Sociology), Ph.D., Universidad Interamericana, 1971

Department Mission Statement

The mission of the Department of Sociology is to provide students with an understanding of social science theories, concepts, and methods leading to an ability to collect social science data, integrate material from diverse sources, draw conclusions from data, appreciate other cultures, and be aware of issues surrounding social change. Students have the opportunity to earn the Bachelor of Arts degree with a major in sociology in one of three concentrations: general, human services, or criminology and criminal justice. In addition, the Department provides general education courses in geography and anthropology. Departmental missions include contributing to the overall enhancement of the academic and scholarly environment at USC Aiken, in the discipline and the general academic community. The Department also provides service and expertise to the community when appropriate.

Curricula

In order to be awarded a bachelor's degree, students must complete the basic degree requirements listed below and specific major requirements. Students seeking a bachelor's degree in the sociology major must have a grade of C or better in each major course in order for that course to count toward the degree. A grade of C or better in COMM A201 or A241 is required to fulfill the oral communcation requirement. No more than a total of six hours of credits for activities courses in exercise science and fine arts activities (dance, instrumental, chorus, voice) may be used for graduation credit (electives) toward a bachelor's degree with a major in sociology. The basic requirements for a bachelor's degree include the cognate or minor. The cognate is a minimum of 12 hours of course work which support the major. The cognate must be selected from upper-level (300+) humanities, social and behavioral sciences, natural/physical sciences, mathematics, and/or business courses and must be approved by the student's advisor. Students must earn a grade of C or higher in each cognate course. It is the student's responsibility to plan a suitable course of study for his/her goals and to consult frequently with a major advisor as to the selection of courses. A minor usually requires 18 hours of coursework in one academic field. A grade of C or higher is required in each minor course. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Attendance policy. Each faculty member in the Department of Sociology will establish the attendance policy for his/her own classes and will include that policy in the course syllabus. If the faculty member chooses to limit the number of absences, students must be allowed a minimum number of absences equal to twice the number of class meetings per week (e.g., classes meeting twice a week will allow four absences in the semester).

Sociology majors must choose one of three major options. They include a general program in sociology (General Option), a program oriented toward criminology (Criminology and Criminal Justice option) and a program concentrated around courses relevant to human services organizations and processes (Human Services Option). In addition, the student will select a minor area of study or a group of courses for a cognate.Sociology majors may apply no more than 15 hours of independent study type credit toward the degree. No more than nine hours of independent study may be applied to the major requirements. No more than six hours will apply to the cognate or minor, and they may only be taken with prior approval of the advisor.

At least 18 credit hours of sociology coursework for the major must be earned through USC Aiken.

Sociology majors are limited to using no more than six hours of sociology course credit as elective credit toward the B.A.

Technological Literacy in Sociology

Sociology majors will achieve and demonstrate discipline-appropriate computer literacy through the following required coursework: SOCY A248-Sociological Inquiry and Measurement, SOCY A410-Social Demography, and SOCY A498-Sociological Research Design and Analysis.

Sociology

Bachelor of Arts—Major in Sociology

1. General Education Requirements.....53-56

A. Knowledge of Human Cultures and the Physical and Natural World 34-37

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....9
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1].....9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Literature, Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skill.....16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP,

etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication.....3
(COMM A201, COMM A241)*

4. Math/Statistics/Logic[2].....6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on page ..... 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements 33-36

Option #1: General requirements:.....33
SOCY A101, A248, A410[3], A420, A498.....18
Five* additional sociology courses, 300-level or higher including at least one 500-level sociology course.....15
*Must include at least one from SOCY A301, A350, A353, A355, and A404

or

Option #2: Criminology & Criminal Just. requirements: 36
SOCY A101, A248, A410[3], A420, A498.....18
CRJU A171.....3
Four* of the following Sociology courses, including at least one 500 level:.....12
SOCY A350, A351, A353, A354, A355, A356, A358, A359, A400 (Internship in a criminal justice agency),A404, A405, A430, A496, A523, A525, A535, A540
*Must include at least one from SOCY A350 & A353
One additional Sociology course numbered 300 or higher.....3

or

Option #3: Human Services requirements: 36
SOCY A101, A248, A410[3], A420, A498.....18
HMSV A201 Introduction to Human Services.....3
Four* of the following Sociology courses, at least one 500-level:.....12
SOCY A301, A305, A341, A351, A355, A360, A370, A400, A404, A405, A430, A468, A496, A510, A523, A528, A535
*Must include at least one from A301, A355, A404, and A510
One additional Sociology course numbered 300 or higher.....3

3. Cognate or Minor 12-18

4. Free Electives..... 10-22
(no more than six hours of sociology course may be applied)

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.
[2] PSYC A325 or STAT A201 and one additional course in Math or Logic are required.
[3] SOCY A410 satisfies the non-Western world studies general education requirement.
* COMM A201 or A241 require a C or better.

Program Assessment and Student Responsibilities

In order to evaluate the sociology degree program, assessment measures have been included in each sociology major's requirements. In order to fulfill graduation requirements, sociology majors must:
a) earn a grade of C or better in English A101 and A102.
b) earn a grade of C or better in an applied speech course.
c) submit two copies of each of the assignment for the major project required in SOCY A410. One copy will be graded by the professor teaching the course and returned to the student. The other copy will be evaluated by at least two faculty members in the Department for assessment purposes. This component of program assessment is not used to evaluated individual student performance.
d) as a part of the course requirements for SOCY A498 - Sociological Research Design and Analysis, give an oral presentation of the research project completed in that course to students in the class, the course instructor and one additional sociology faculty member during the day/time assigned by the instructor of the course.
e) take a sociological program exit exam which is administered in the semester the student enrolls in SOCY A498--Sociological Research Design and Analysis
f) complete a senior exit survey during the semester in which an application for graduation is filed. Instructions for completion of the survey will be mailed to majors at the end of their last semester at USCA. Sociology majors are urged to provide thoughtful responses to the survey, including comments on both the strengths and weaknesses of the program. This instrument is a major source of data used to assess the success of the program and to indicate ways in which it can be improved.

Minor in Anthropology and Human Geography

Requirements:
ANTH A101 Primates, People and Prehistory.....3
ANTH A102 Understanding Other Cultures.....3
Two of the following:
GEOG A101 Geography of the Developed World
GEOG A102 Geography of the Developing World
GEOG A103 Introduction to Geography
GEOG A198 Topics in Geography (Non-Western)
GEOG A199 Topics in Geography

Two of the following:
ANTH A352 Anthropology of Magic and Religion
ANTH A361 Sex, Evolution and Human Nature
ANTH A399 Independent Study
ANTH A410 Food, People, and the Planet
ANTH A460 Culture, Health, and Healing
ANTH A490 Topics in Anthropology
GEOG A398 Topics in Geography
GEOG A399 Independent Study*

Total hours required 18

Minor in Criminology and Criminal Justice

(Minor not available for students majoring in Sociology)

Requirements:
SOCY A101 Introductory Sociology 3
CRJU A171 Introductory to Criminal Justice.....3
Three of the following*: 9
- SOCY A350 Sociology of Delinquent Youth Behavior
- SOCY A353 Sociology of Crime
- SOCY A354 Crime: Myths and Misconceptions
- SOCY A356 Sociology of Law
- SOCY A358 Sociology of Corrections
- SOCY A359 Police and Society
- SOCY A400 Internship in a criminal justice agency

One of the following: 3
- SOCY A523 Sociology of Deviance
- SOCY A525 Race, Class, Gender Crime and Justice
- SOCY A535 Girls' Delinquency
- SOCY A540 Criminological Theory
- * Must include at least one from SOCY A350 & A353

Total hours required 18

Minor in Sociology

Requirements:
SOCY A101 Introductory Sociology 3
SOCY A248 Sociological Inquiry and Measurement.....4
One of the following: 3
- SOCY A510 Global Social Issues
- SOCY A523 Sociology of Deviance
- SOCY A525 Race, Class, Gender, Crime and Justice
- SOCY A528 Family Diversity
- SOCY A535 Girls' Delinquency
- SOCY A540 Criminological Theory
- SOCY A598 Special Topics

Three Sociology courses at 300 level or above 9-11

Minor in Women's and Gender Studies

This is an interdisciplinary minor requiring eighteen hours (at least 3 disciplines; no more than 9 hours from any one) selected from courses in the humanities, the social sciences, and the sciences.

Core Requirements:* Two of the following.....6
POLI A321 Gender Politics and Political Theory
SOCY A301 Sociology of Gender Roles
HIST A464 History of Women in the United States
COMM A455 Gender, Communication and Culture
Additional Requirements: Four of the following.....12
COMM A201 Interpersonal Communication
COMM A450 Intercultural Communication
COMM A480 Organizational Communication
ENGL A290 Introduction to Women's Literature
ENGLA396 Global Women Writers
ENGL A394 Images of Women in Film and Fiction
ENGL A431 American Autobiography
POLI A353 Gender and the Law
POLI A373 Women and Public Policy
SOCY A305 Sociology of the Family
SOCY A468 Sex and Society
SOCY A528 Family Diversity

PSYC A415 Adult Development
PSYC A490 Human Sexuality
HSSI A211 Issues in Women's Studies

Total hours required 18

Appropriate special topics courses in the disciplines may be selected.
*Courses not taken to fulfill the Core Requirements may be used to complete the Additional Requirements.

Course Descriptions

Anthropology (ANTH)

ANTH A101 **Primates, People and Prehistory. (3)** An exploration of human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts; methods; and data of physical, biological, and archaeological anthropology. (Not open to anyone who has taken ANTH A101 before September 1976)

ANTH A102 **Understanding Other Cultures. (3)** An exploration and comparison of selected contemporary cultures, including their languages, to determine and explain their similarities and differences. An introduction to the concepts, methods, and data of socio-cultural anthropology and anthropological linguistics. (Not open to anyone who has taken ANTH A101 before September 1976) (Satisfies non-Western world studies requirement)

ANTH A352 **Anthropology of Magic and Religion. (3)** A comparative examination of the religions of various cultures and of other related phenomena such as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession. This course satisfies the non-Western world studies requirement.

ANTH A361 **Sex, Evolution, and Human Nature** (3) An exploration of human sexuality and reproductive behavior from anthropological and evolutionary perspectives. Cross-culturally examined topics include dating/mating strategies, cooperation, violence, parenting, and parent-offspring conflicts.

ANTH A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

ANTH A410 **Food, People, and the Planet** (3). This course considers the importance of food in various cultures through time, emphasizing how it is produced, where it comes from, and how it impacts our bodies, beliefs, and environments.

ANTH A460 **Culture, Health and Healing (3).** As an examination of the field of medical anthropology, this course is a cross-cultural exploration of the various responses human groups have developed to cope with disease and illness events. Topics include ethnomedical systems, paleopathology, patients, healers, reproduction, mental health, poverty, and infectious diseases.

ANTH A490 **Topics in Anthropology. (3)** This course will use Non-Western, comparative material to address topics of interest in anthropology. It may be taken more than once as topics change. (Satisfies non-Western world studies requirement)

Criminal Justice (CRJU)

CRJU A171 **Introduction to Criminal Justice. (3)** Survey of the law enforcement, judicial, correctional, and juvenile systems in the United States. Emphasis on the various perspectives on criminal justice and current issues.

CRJU A272 **Criminal Law. (3)** The origins and development of criminal law in the United States and the basic elements of crimes and defenses.

CRJU A290 **Special Topics. (3)** Study of selected topics in Criminal

Justice. This course may be repeated with different topics.

Geography (GEOG)

GEOG A101 **World Regional Geography (Western). (3)** A survey of the world regions where Western cultures and cultural heritages are predominant. These include Europe, Russia, Austral Asia, and the Americas. Emphasis is on the fundamental characteristics and significance of the physical, cultural, and economic elements of these regions.

GEOG A102 **World Regional Geography (Non-Western). (3)** A survey of the world regions where non-Western cultures or cultural heritages are predominant. These include Asia and Africa. Emphasis is on the fundamental characteristics and significance of the physical, cultural, and economic elements of these regions. (GEOG 101 is not a prerequisite) (Satisfies non-Western world studies requirement)

GEOG A103 **Introduction to Geography. (3)** A survey of the principles and methods of geographic inquiry. The student is introduced to the nature of geography, the kinds of problems which it investigates and the methods which it uses in the study of man in his ecological and spatial behavior.

GEOG A198 **Topics in Geography (Non-Western). (3)** The introductory-level geography topic courses (non-western) vary in content. The chosen topic is generally in the faculty member's specialty area. Content of each topic course will revolve around a set of issues designed to provide the students a well-rounded and holistic introduction to the concerned topic.

GEOG A199 **Topics in Geography. (3)** The introductory-level geography topic courses vary in content. The chosen topic is generally in the faculty member's specialty area. Content of each topic course will revolve around a set of issues designed to provide the students a well-rounded and holistic introduction to the concerned topic.

GEOG A398 **Topics in Geography. (3)** Topics in Geography will be offered as opportunities present themselves. Course content varies and will be announced in the schedule of classes by suffix and title. Prerequisites will be designated in course schedule. May be repeated as topics change.

GEOG A399 **Independent Study. (1-4)** (Prereq: permission of instructor) Directed independent project.

Sociology (SOCY)

Sociology courses at the 400 and 500 levels are advanced undergraduate courses and are designed for juniors and seniors (at least 60 hours of earned cousework.) Courses at the 500-level are delivered through a seminar format.

SOCY A101 **Introductory Sociology. (3)** General introduction to the field of sociology including the theoretical approaches, research methods and concepts such as culture, social structure, socialization, groups, organizations, social institutions, and social inequality. The "sociological imagination" will be used to apply these theories and ideas to everyday life.

SOCY A240 **Introduction to Social Problems. (3)** (Prereq: Grade of C or better in SOCY A101 or permission of instructor) Normative dissensus and behavioral deviance in society and their consequences for social change and social order. Problems may include: mental disorders, juvenile delinquency, crime, drug abuse, alcoholism, suicide, sexual pathology, race and ethnic relationships, world population crises, and work problems.

SOCY A248 **Sociological Inquiry and Measurement. (4)** (Prereq: Grade of C or better in SOCY A101, ENGL A101 and A102) Basic concepts and methods of sociological research are introduced. Emphasis is placed on the connection between theory and research, measuring variables, and elementary analysis of data. Course is intended for sociology majors and minors. Cannot be used for social and behavioral science general education credit.

SOCY A301 **Sociology of Gender Roles. (3)** (Prereq: Grade of C or better in SOCY A101) Theories, methods, and substantive issues in a sociological approach to gender roles. Topics include gender role and socialization, subcultural variations in gender roles, and structural and institutional factors related to gender role expectation.

SOCY A305 **Sociology of the Family. (3)** (Prereq: Grade of C or better in SOCY A101) A macro-level study of the family in the United States. Topics may include history of the family as an institution, the relationship of the family to other social institutions including politics and the economy, and social problems related to the contemporary family.

SOCY A341 **Sociology of Death and Dying. (3).** (Prereq: Grade of C or better in SOCY A101). A sociological approach to understanding death and the end of life. Course topics include social theory, cultural/religious practices, organ donation, bereavement, and businesses (e.g., medical and funeral industries) associated with death and dying.

SOCY A350 **Sociology of Delinquent Youth Behavior. (3)** (Prereq: Grade of C or better in SOCY A101) An analysis of the philosophy, history, theories, and social patterns surrounding delinquent youth behavior from a sociological perspective as well as an evaluation of the methods and policies designed to prevent and control delinquency.

SOCY A351 **Urban Sociology. (3)** (Prereq: Grade of C or better in SOCY A101) Introduction to the field of urban sociology. An analysis of the characteristics and functions of cities throughout history, urbanization in the United States, urban politics and economics, urban lifestyles, suburban trends, metropolitan problems, urban planning programs, and urbanization in other countries.

SOCY A353 **Sociology of Crime. (3)** (Prereq: Grade of C or better in SOCY A101) Analysis of the definitions, measurements, and social patterns surrounding criminal behavior from a sociological perspective. Classical and contemporary theories of crime causation and societal responses to crime, offenders, and victims.

SOCY A354 **Crime: Myths and Misconceptions. (3)** (Prereq: Grade of C or better in SOCY A101) Various myths and misconceptions surrounding crime and the criminal justice system, including the mythmakers, beneficiaries, and victims, are identified and critically examined as well as the functions and consequences of those myths and misconceptions.

SOCY A355 **Minority Group Relations. (3)** (Prereq: Grade of C or better in SOCY A101) Theories, methods, and substantive issues in the study of majority-minority group relations and social processes and cultural orientations associated with racial and ethnic differentiation.

SOCY A356 **Sociology of Law (3).** (Prereq: Grade of C or better in SOCY A101) Analysis of law as a social institution from

sociohistorical and sociocultural perspectives. Emphasis is placed on history, theories, and typologies of law as well as the relationship between the law, social change, and social problems.

SOCY A358 **Sociology of Corrections. (3)** (Prereq: Grade of C or better in SOCY A101) A sociological approach to the development and current issues in corrections. Traditional and contemporary philosophies underlying practices and procedures in institutional and community corrections are explored.

SOCY A359 **Police in Society. (3)** (Prereq: Grade of C or better in SOCY A101 and CRJU A171) An overview of the development of police organizations and the role of police in society including police officer socialization, the problem of coercive power, and current issues in policing.

SOCY A360 **Sociology of Medicine and Health. (3)** (Prereq: Grade of C or better in ASCY A101) Sociological approaches to medicine and health. An examination of the concepts of health and illness, the social epidemiology of disease, demographic and social factors affecting health, illness behavior, non-traditional medicine and healers, doctor-patient relations, the professionalization of medicine, and social policy affecting health care.

SOCY A370 **Sociology of Mental Health. (3)** (Prereq: Grade of C or better in SOCY A101) Sociological approaches to the definition and treatment of mental disorders. An analysis of mental illness throughout history, public and professional conceptions of mental disorders, models of causes and cures, demographic factors in the distribution of mental disorders, labeling theory and psychiatry, the personal experience of mental hospitalization, and the community mental health movement.

SOCY A390 **Special Topics. (3)** (Prereq: Grade of C or better in SOCY A101) Study of selected topics in Sociology. This course may be repeated with different topics.

SOCY A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

SOCY A400 **Internship. (3)** (Prereq: consent of instructor) A supervised experiential course in a field placement (e.g., social service agency, criminal justice agency) involving 10 hours per week. In addition, appropriate reading and writing assignments, plus a weekly meeting with the supervising faculty member. (An application and interview are required of applicants. Applicants must meet basic requirements of cum. GPA, major hours completed, etc. Contract required. See instructor for specifics)

SOCY A404 **Social Stratification. (3)** (Prereq: Grade of C or better in SOCY A101) Theory and research related to social stratification. An analysis of stratification systems throughout history; the dimensions of class, race, and gender inequality in the United States; lifestyles of different classes; social mobility; and the causes of poverty. Students who earned credit for SOCY A504 may not receive credit for SOCY A404.

SOCY A405 **Drugs and Society. (3)** (Prereq: Grade of C or better in SOCY A101) Sociohistorical overview of drug use and abuse in the U.S. centered on the recreational use of legal and illegal psychoactive substances. Topics include: theories of drug abuse, drug policy, subcultures, trends and demographics of use, and treatment options.

SOCY A410 **Social Demography. (4)** (Prereq: Grade of C or better in SOCY A248 and satisfactory completion of the Writing Proficiency Portfolio Requirement or ENGL A201) Study of the major theories and methods used to study population with regard to fertility, mortality, and migration and the trends in these processes. The course will also examine the interactions among population processes, society and culture, and the physical environment. Three lecture hours and three lab hours per week. (Satisfies non-Western world studies requirement) Students who earned credit for SOCY A310 may not receive credit for SOCY A410.

SOCY A420 **Individual and Society. (3)** (Prereq: Grade of C or better in SOCY A101) Selected theories and methodology related to the impact of social influence on the individual. This micro-level approach to sociology includes topics such as symbolic communication, attribution theory, self-fulfilling prophecy, conformity, aggression, and altruism. Students who earned credit for SOCY A320 may not receive credit for SOCY A420.

SOCY A430 **Youth and Society. (3).** (Pre-reqs: Grade of C or better in SOCY A101). A sociological approach to adolescence and youth in everyday life by exploring central themes featured in youth culture, including status and conformity, education, mental health, and social problems related to at-risk behaviors.

SOCY A468 **Sex and Society. (3)** (Prereq: Grade of C or better in SOCY A101) A sociological approach to sexuality, exploring how sexuality is constructed and examining theories, concepts, and cultural ramifications of a range of sexual practices and identities. Topics include sex education, sexual orientation, transgender issues, sex in non-romantic relationships, gender double standards, sex work, and sexual violence.

SOCY A490 **Topics in Sociology. (3)** (Prereq: SOCY A101 and/or additional specified prerequisites) Study of selected topics in Sociology. This course may be repeated with different topics.

SOCY A496 **Sociological Theory. (3)** (Prereq: Grade of C or better in SOCY A101) Sociological perspectives with an emphasis on classical theories, such as those of Durkheim, Weber, Marx, and Simmel, are used to understand and critique society and human social behavior.

SOCY A498 **Sociological Research Design and Analysis. (4)** (Prereq: Grade of C or better in SOCY A248, six hours upper-level Sociology, PSYC A325 or STAT A201, and satisfactory completion of Writing Proficiency Portfolio Requirement or ENGL A201) In-depth consideration of research designs and data analysis. Requires completion of an original research project.

SOCY A510 **Global Social Issues. (3)** (Prereq: Grade of C or better in SOCY A101, Junior Standing) This seminar examines causes of and responses to critical social problems in different world regions with a focus on the dimensions and impacts of globalization and sustainable development. The phenomenon of globalization is critically examined from economic, historical, social, environmental, political, and/or other perspectives.

SOCY A523 **Sociology of Deviance. (3)** (Prereq: Grade of C or better in SOCY A101) Systematic analysis of the interrelationships among the creation, involvement, recognition, and control of deviance.

SOCY A525 **Race, Class, Gender, Crime and Justice. (3)** (Prereq: Grades of C or better in SOCY 101 and CRJU A171, SOCY A350 or SOCY A353) Exploration into the various perspectives on the nature and intersections of race, class, and gender in relation to crime and justice in the U.S.

SOCY A528 **Family Diversity. (3)** (Prereq: Grade of C or better in SOCY A305, Junior or Senior standing) This seminar examines a variety of family forms differing in both structure and sociocultural background. Topics may include cohabitation, single parent families, and various ethnic groups. This course considers issues faced by the plurality of family types in the United States.

SOCY A535 **Girls' Delinquency. (3)** (Prereq: Grade of C or better in SOCY A101 and Junior or Senior standing.) Course explores the study of girls' experiences with delinquency, violence, and the juvenile justice system. The course will also examine the intersection of race and class as it relates to girls' involvement with juvenile delinquency.

SOCY A540 **Criminological Theory. (3)** (Prereq: Grade of C or better in SOCY A350 or A353) The study of historical and contemporary theories explaining crime and criminality. Some examination of research underlying these theories is also included.

SOCY A598 **Special Topics. (3)**

Department Of Visual And Performing Arts

Joel Scraper, Department Chair

Professors

Michael Fowler (Graphic Design), Ed.D., University of Memphis, 1996, *Mary D. Toole Chair in Art (1)*
Mark S. Hollingsworth (Music), D.M.A.,University of North Texas,1989.
Richard Maltz (Music-Composition/Theory), D.M.A., University of South Carolina, 1991,
Pauline F. O'Connell Chair in Fine Arts (1)
Debra Scott-Wiley (Theatre) M.F.A., University of South Carolina, 1994, *Pauline F. O'Connell Chair in Fine Arts (2)*

Associate Professors

Paul Chet Longley (Theatre), M.F.A., University of Arkansas, 2000, *Thomas F. Maurice Chair in Fine Arts*
Joel Scraper (Music-Choral) D.M.A., University of Missouri - Kansas City, 2006 *Coordinator, Music Education Program*
Mary Virginia (Ginny) Southworth (Photography), M.F.A., University of South Carolina, 1996
Paul Crook (Theatre) M.F.A., University of Alabama, 1996.

Assistant Professors

John Hayes Bunch, DMA, (Music-Instrumental) University of Missouri-Kansas City, 2014, *Director of Bands*
Jeremy Culler, PhD, (Art History), Binghampton University, State University of New York, 2011
Joseph Kameen, (Art) M.F.A Indiana University, 2015

Adjunct Faculty

Zachary Bond (Music-woodswind) M.M., University of South Carolina, 2014
David Brown (Music-piano), Teachers College of Columbia University, 2000
Corey Burns (Dance), M.A., University of South Carolina Aiken, 2005
Kiley Cohoon (Music Education)
Richard Cook (Music-voice), D.M.A., University of North Carolina Greensboro, 2005
Adam DePriest (Music-Strings), M.M., University of South Carolina, 2012
Mike Frost (Music), Professional Musician
Justin Guy (Ceramics) Professional Ceramist, BFA USC Columbia, 2004
Patrick Hall (Music), M.M. University of South Carolina, 2011
Anna Hamilton (Music-Piano), M.M., University of South Carolina, 2007
Florence Hechtel (Music-Voice), Masters in Liberal Arts, Stony Brook University, 1977.
Matt Henderson (Music-Low Brass), M.M., Lynn University Conservatory of Music, 2007
Todd Jenkins (Music-Trumpet), Ph.D, University of Georgia, 2003
Joseph Johnson (Music-Horn), D.M.A., West Virginia University, 2012
Phyllis Johnson-Porter (Music), Ed.D., Clark Atlanta University, 2009
Mary Losey (Music-Piano), M.A., University of Michigan, 1978
Lauren Meccia (Music-Jazz/saxophone), M.M., University of South Carolina, 2007
Collette Miller (Theatre) BFA University of Texas 1972
Keith Pierce (Art-Video), M.S. University of South Carolina, 2010
James Schroeder (Theatre) MFA University of Arizona, 1988
Steven Sloan (Music--Classical Guitar), M.M., University of South Carolina, 2009
Lance Stockton (Music Education)
Willie Strong (Music-Musicology), Ph.D., University of California Los Angeles, 1994
Emily Stumpf (Music-Flute), Ph.D., University of Columbia, 2018

Distinguished Professor Emeritus

William J. House (Psychology/Music-Clarinet), Ph.D., University of South Carolina, 1974; B.M. North Texas State University, 1968

Professor Emeritus

John Ellliott (Art History), Ph.D. , Florida State University, 1986
Jack Benjamin (Theatre), MS, East Texas State University, 1919
Albin Beyer, Masters in Fine Arts, University of Arizona, 1980

Department Mission Statement

The Department of Visual and Performing Arts is dedicated to the pursuit of excellence through the development of artistic tradition, which includes the arts of all cultures. The department strives to make the arts accessible to all members of the University and community by instilling a comprehension and appreciation of the interrelationships of all the arts. The Department helps prepare talented/dedicated students to continue the traditions of our profession and expand its scope. The Department's focus is on the individual student, so that each might find meaning and fulfillment as an artist, as an educated member of society, and as an expressive human being.

Curricula

The Bachelor of Arts with a major in Fine Arts is designed to prepare the student for success in a variety of professions in the visual and performing arts. The Department of Visual and Performing Arts is comprised of three primary areas: art (both studio and art history), music, and theatre (including dance). The degree has some specific requirements, but also offers a wide range of choices for the prospective major. There is a balance between the history or appreciation classes and the theory, performance, or studio aspects. The Bachelor of Arts degree with a major in Fine Arts is a multidisciplinary degree in that the student will take classes in each of the three primary areas, while at the same time he or she will have the ability to specialize in a specific field. This degree will prepare the student for future academic graduate work or for employment in a wide range of fields within the visual and performing arts.

Technological Literacy in Visual and Performing Arts

Majors in music education must successfully complete MUSC A195, Music Technology and MUSC A196, Music Theory and Aural Techniques I. Fine arts majors take courses that contain a substantial technology component. Fine arts majors pursuing the Technology Arts Option must successfully complete 12 credit hours in technology based arts courses. These include MUSC A195 and A196; ARTS A102, Introduction to Visual Arts Computing; ARTS A145, Introduction to Graphic Design; THEA A253, Stage Lighting Design and Technology; and THEA A254, Scenic Design and Theatrical Graphics.

Bachelor of Arts—Major in Fine Arts

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography

4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1] 9
Communication (last two digits must be in 50s or 60s)
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion,
Selected Language courses,
Humanities (HSSI acronym)
Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry..... 1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication..... 3
(COMM A201, COMM A241)

4. Math/Statistics/Logic 6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition . on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration. A list of currently approved WI courses is available at: http//web.usca.edu/academic-affairs/general-education/writing-intensive.dot.

C. Personal and Social Responsibility.....3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on pages . 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements 36-42

A minimum of 18 major requirement hours must be taken at USC Aiken. A grade of C or better must be earned in ALL major requirement courses.

A. Fine Arts Survey Requirement[2] 3-9
One course must be taken from each area:
ARTH A105, A106
MUSC A173, A175
THEA A161

B. Fine Arts History Requirement.....9
One course must be taken from each area:
ARTH A206, A312, A335, A398, A399
MUSC A371, A372, A 373, A393
THEA A361, A362, A363, ENGL A407, A409, A474

C. Fine Arts Theory, Performance, and/or Studio 24
At least 12 hours must be 200 or higher

3. Cognate or Minor 12-18
Cognate 12
Minor.....18

4. Free Electives..... 7-22

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see page 30. As many as six hours of Fine Arts Survey courses may be taken as Humanities General Education courses thereby decreasing the above Fine Arts Survey and Major Requirements by 3-6 hours.

Bachelor of Arts—Major in Fine Arts

Technology Arts Option

1. General Education Requirements 51-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34
At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
Psychology, Sociology, Anthropology,
Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities 9
Communication (last two digits must be in 50s or 60s)
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion,
Selected Language courses,
Humanities (HSSI acronym)
Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry..... 1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit

for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication 3
(COMM A201, COMM A241)

4. Math/Statistics/Logic 6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on pages 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements 36-42

A minimum of 18 major requirement hours must be taken at USC Aiken. A grade of C or better must be earned in ALL major requirement courses.

A. Fine Arts Survey Requirement[2] 3
One course from the following:
ARTH A105, A106
MUSC A173, A175
THEA A161

B. Fine Arts History Requirement[2] 6
Two courses from the following:
ARTH A206, A312, A335, A398, A399
MUSC A371, A372, A373, A393
THEA A361, A362, A363, AEGL A407, A409, A474

C. Fine Arts Theory, Performance, and/or Studio 21
At least 12 hours must be 200 or higher

D. Technology based arts 12
Courses must contain a substantial Technology component as stated within their catalog description.

3. Cognate or Minor 12-18

Cognate 12
Minor 18

4. Free Electives 7-22

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.

[2] As many as six hours of Fine Arts Survey/History courses may be taken as Humanities General Education courses thereby decreasing the above Fine Arts Survey/History and Major Requirements by 3-6 hours.

Bachelor of Arts—Major in Music Education

All students pursuing the Bachelor of Arts - Major in Music Education are required to audition for the music faculty before enrolling in professional music courses. Audition dates and information are available at etherredgecenter.usca.edu/music.

Students pursuing the Bachelor of Arts degree with a Major in Music Education must complete at least one recital, consisting of at least thirty minutes of solo repertoire, in coordination with their applied instructor and academic advisor.

As a part of the successful completion of the Bachelor of Arts degree with a Major in Music Education, all majors are required to pass a piano proficiency exam prior to enrolling in MUED A470 Internship in Music Education. Upon admission to the music program, sutdents take a matriculation exam prior to the first semester of applied studies. Music majors are required to attend a minimum of 40 recitals, concerts, opera, or musical theater productions, or toehr performances approved by the music faculty, as well as 32 listening seminars. Schedules of performances and listening seminars are provided each semester. Reciatl reuirements are prorated for transfer students.

Concentrations in Choral Music and Instrumental Music are available.

As a part of a successful completion of the Bachelor of Arts degree with a Major in Music Education, all students are required to pass a paiano proficiency exam prior to enrolling in MUED A470.

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34
At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 7-8
Biology, Physical Science (one lab)
2. History of Civilization 3
(HISTA 101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities 9
MUSC 175, MUSC 371, and MUSC 372

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive

courses (see #6) and other English courses.

3. Oral Communication.....3
(COMM A201,COMM A241)

4. Math/Statistics/Logic.....6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on page ..... 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-professional Education Requirements (C or better).....9-10

EDUC A210 Observation and Analysis in the Clinical Setting or EDUC A110L Clinical Experience.....1-2
EDFN A321 Dynamics of American Public Education.....3
EDPY A330 Lifespan Growth and Development.....3
MUED A360 Topics in Music Education.....2

3. Professional Education Requirements (C or better)...24

A minimum of 36 hours of Professional Education and Subject Area Requirements must be taken at USC Aiken.

EDRD A518 or EDRD A423 Content Area Reading and Writing.....3
MUED A446 Teaching Music in Elementry Classrooms.....3
MUED A456 Teaching Choral in the High School or
MUED A457 Teaching Instrumental Music
in the High School.....3
MUED A470 Internship in Music Education.....12
MUED A476 Senior Seminar.....3

4. Subject Area Requirements (C or better).....53-54

MUSC A195 Music Technology.....2
MUSC A196, A197, A296, A297 Music Theory and
Aural Techniques I - IV.....16
MUSC A397 Orchestration and Arranging.....2
MUSC A398 Form and Analysis.....2
MUSC A336 Conducting I.....1
MUSC A337 Conducting II.....2
Ensemble Performance*.....8
Private Instruction in principal area**.....16
Methods courses.....4-5
Vocal students (MUSC A204 and A205, MUSC
A203, one from MUSC A214, A243, A253, A263)
Instrumental students (MUSC A203, A214, A243, A253, A263)

5. Electives.....1

Total hours required.....138-141

*Music Education majors must be enrolled in the USC Aiken Wind Ensemble or USC Aiken Concert Choir (whichever one corresponds to their primary applied instrument) each semester they are enrolled at USC Aiken. Students enrolled in MUED A470 Internship in Music Education are exempt. Additionally, all majors must have chamber ensemble experience prior to graduation.

**Music Education majors must be enrolled in applied lessons each semester they are enrolled at USC Aiken. Students enrolled in MUED A470 Internship in Music Education are exempt.

Choral Concentration

1. General Education Requirements.....50-53

A. Knowledge of Human Cultures and the Physical and Natural World.....31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
Biology, Physical Science (one lab)
2. History of Civilization.....3
(HISTA 101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....6
Psychology, Sociology, Anthropology,
Economics, Political Science, Geography
4. Languages.....6-8
(Two (2) semesters of the same language required.)
5. Humanities.....9
MUSC 175, MUSC 371, and MUSC 372

B. Intellectual and Practical Skills.....16

1. Critical Inquiry.....1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102.....6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication.....3
(COMM A201,COMM A241)

4. Math/Statistics/Logic.....6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition on page 31.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.)

C. Personal and Social Responsibility 3

1. American Political Institutions 3
   (POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on pages ... 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-professional Education Requirements (C or better) 9

EDUC A210 Observation and Analysis in the Clinical Setting 1
EDFN A321 Dynamics of American Public Education 3
EDPY A330 Lifespan Growth and Development 3
MUED A360 Topics in Music Education 2

3. Professional Education Requirements (C or better) ... 24

A minimum of 36 hours of Professional Education and Subject Area Requirements must be taken at USC Aiken.

EDRD A518 or EDRD A423 Content Area Reading and Writing 3
MUED A446 Teaching Music in Elementry Classrooms 3
MUED A456 Teaching Choral in the High School or
MUED A457 Teaching Instrumental Music
in the High School 3
MUED A470 Internship in Music Education 12
MUED A476 Senior Seminar 3

4. Subject Area Requirements (C or better) 53

MUSC A195 Music Technology 2
MUSC A196, A198, A296, A298 Music Theory I-IV 12
MUSC A197, A199, A297, A299 Aural Skills I-IV 4
MUSC A336 Conducting I 1
MUSC A337 Conducting II 2
MUSC A397 Orchestration and Arranging 2
MUSC A398 Form and Analysis 2
Ensemble Performance* 8
Private Instruction in principal area** 16
Methods courses: 4
- MUSC A203 Class Voice Instruction and Methods 1
- MUSC A204 Diction I 1
- MUSC A205 Diction II 1
- Choose one from 1
  - MUSC A214 Class Percussion and Methods
  - MUSC A243 Class String Instruction and Methods
  - MUSC A253 Class Woodwind Instruction and Methods
  - MUSC A263 Class Brass Instruction and Methods

5. Electives 2

Total hours required 138-141

*Music Eduction majors must be enrolled in a university choral ensemble each semester they are enrolled at USC Aiken. Students enrolled in MUED A470 Internship in Music Education are exempt. Additionally, all majors must have chamber ensemble experience prior to graduation.

**Music Education majors must be enrolled in applied lessons each semester they are enrolled at USC Aiken. Students enrolled in MUED A470 Internship in Music Education are exempt.

Instrumental Concentration

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 28.

1. Natural Sciences 7-8
   Biology, Physical Science (one lab)
2. History of Civilization 3
   (HISTA 101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities 9
   MUSC 175, MUSC 371, and MUSC 372

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication 3
   (COMM A201,COMM A241)

4. Math/Statistics/Logic 6
   Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.)

C. Personal and Social Responsibility 3

1. American Political Institutions 3
   (POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on page ..... 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-professional Education Requirements (C or better) 9

EDUC A210 Observation and Analysis in the Clinical Setting or EDUC A110L Clinical Experience 1
EDFN A321 Dynamics of American Public Education 3
EDPY A330 Lifespan Growth and Development 3
MUED A360 Topics in Music Education 2

3. Professional Education Requirements (C or better) ... 24

A minimum of 36 hours of Professional Education and Subject Area Requirements must be taken at USC Aiken.

EDRD A518 or EDRD A423 Content Area Reading and Writing 3
MUED A446 Teaching Music in Elementry Classrooms 3
MUED A456 Teaching Choral in the High School or
MUED A457 Teaching Instrumental Music
in the High School 3
MUED A470 Internship in Music Education 12
MUED A476 Senior Seminar 3

4. Subject Area Requirements (C or better) 54

MUSC A195 Music Technology 2
MUSC A196, A198, A296, A298 Muisc Theory I-IV 12
MUSC A197, A199, A297, A299 Aural Skills I-IV 4
MUSC A336 Conducting I 1
MUSC A337 Conducting II 2
MUSC A397 Orchestration and Arranging 2
MUSC A398 Form and Analysis 2
Ensemble Performance** 8
Private Instruction in principal area*** 16
Methods courses****: 5
- MUSC A214 Class Percussion Instruction and Methods 1
- MUSC A243 Class String Instruction and Methods 1
- MUSC A253 Class Woodwind Instruction and Methods 1
- MUSC A263 Class Brass Instruction and Methods 1
- Choose one from 1
  - MUSC A110 Voice I
  - MUSC A185 USC Aiken Concert Choir
  - MUSC A203 Class Voice Instruction and Methods

5. Electives 1

Total hours required 138-141

*Music eduction majors must be enrolled in the USC Aiken Wind Ensemble each semester they are enrolled at USC Aiken. Students enorlled in MUED A470 Internship in Music Education are exempt. Additionally, all majors must have chamber ensemble experience prior to graduation.

**Music education majors must be enrolled in applied lessons each semester they are enrolled at USC Aiken. Students enrolled in MUED A470 Internship in Music Education are exempt.

Art

Facilities include a state-of-the-art computer lab, airy, well-lit studios and a well-equipped darkroom. Our track-lit art gallery has over a hundred and eighty feet of running space to accommodate a full schedule of exhibits, including a student art exhibit each spring.

Studio Art Minor

Requirements:

Fundamentals of Art (ARTS A103) or Drawing (ARTS A111) 3
Art History 3-6
Art Studio course work in at least two of the following areas:
drawing, painting, printmaking, ceramics, graphic design, computer graphics, photography, illustration 9-12

Total hours required 18

Minor in Art History

Requirements:

ARTH A105 History of Western Art I 3
ARTH A106 History of Western Art II 3
Art History 200 level or above 12

Total hours required 18

Music

Whether seeking a career in music or utilizing musical training for community service or social enjoyment, the student will find the music program to be challenging, rewarding, and uniquely adaptable to individual needs. Students may choose from a spectrum of courses including Music Theory, History of Western Music, World Music, private instrumental and vocal instruction, Conducting and Composition. Performing ensembles include the University Concert Choir, Acappella Choir, Masterworks Chorale, University Concert Band, and Pep Band. Each ensemble presents a series of concerts for the university and community at large. The classrooms, practice and performance facilities are conducive to helping students achieve high standards of artistic and academic standards. Students are also given the opportunity to hear world-renowned professional artists, such as Wynton Marsalis, perform at the Etherredge Center, the performing arts facility. Faculty members are experienced practitioners who reflect a wide range of expertise in music and are dedicated to helping students achieve musical excellence.

Minor in Music

MUSC A196 Music Theory 1 3
MUSC A197 Aural Skills I 1

Music History A371, A372, or A373 3
*Private Instruction (two semesters on one instrument or in voice) 2
**Performing Ensemble 2
***Piano Instruction 3

Total hours required 18

* Private Instruction (one credit, may be repeated)--selection from:
- MUSC A111 Applied Voice for the Non-Major
- MUSC A121 Applied Piano for the Non-Major
- MUSC A123 Applied Organ for the Non-Major
- MUSC A131 Applied Percussion for the Non-Major
- MUSC A141 Applied Violin for the Non-Major
- MUSC A143 Applied Viola for the Non-Major
- MUSC A145 Applied Violoncello for the Non-Major
- MUSC A147 Applied Double Bass for the Non-Major
- MUSC A149 Applied Guitar for the Non-Major
- MUSC A151 Applied Flute for the Non-Major
- MUSC A153 Applied Oboe for the Non-Major
- MUSC A155 Applied Bassoon for the Non-Major
- MUSC A157 Applied Clarinet for the Non-Major
- MUSC A161 Applied Trumpet for the Non-Major
- MUSC A163 Applied French Horn for the Non-Major
- MUSC A165 Applied Trombone for the Non-Major
- MUSC A167 Applied Euphonium for the Non-Major
- MUSC A169 Applied Tuba for the Non-Major

**Performing Ensemble (one credit, may be repeated)--select from:
- MUSC A181 Vocal Chamber Studies
- MUSC A182 Percussion Ensemble
- MUSC A183 University Athletic Band
- MUSC A184 University Wind Ensemble

MUSC A185 University Choir
MUSC A186 Masterworks Chorale
MUSC A187 Jazz Ensemble
MUSC A388 Canticum Novum

***Piano Instruction--select from:
MUSC A135 Group Piano (three credit hours)
MUSC A121 Applied Piano for the Non-Major

Theatre

Grounded in more than 2000 years of traditions and driven by new visions and technology, the USCA Theatre Program is dedicated to giving students a comprehensive theatre education. Students explore all areas of theatre, both on and off stage. A professionally active faculty, strong classes, internships, and a cutting-edge production program all help to prepare students for the theatre of the 21st century. The USCA Theatre Program enriches the cultural life of the community through the presentation of a variety of theatrical productions. Various acting styles, design theories, and new technologies are studied in the class room and applied to the department's productions. USCA is an institutional member of the South Carolina Theatre Associate, the Southeastern Theatre Conference, the Associate of Theatre in Higher Education, and an active participant in the Kennedy Center/American College Theatre Festival.

Minor in Theatre

Requirements:
THEA A151 Fundamentals of Theatrical Production.....3
THEA A170 Beginning Acting.....3
Coursework at the 200-level or above in at least two of the following areas: Theatre Performance, Design/Technical Theatre, Theatre History, Directing/Management.....12

Total hours required 18

Course Descriptions

Art History (ARTH)

ARTH A105 **History of Western Art I. (3)** The visual arts from Paleolithic times to the Renaissance.

ARTH A106 **History of Western Art II. (3)** The visual arts from the Renaissance to the present.

ARTH A206 **History of American Art. (3)** A survey of art in America from 1860 to the present.

ARTH A312 **History of Greek Art. (3)** A survey of architecture, painting and sculpture of the Cycladic through Hellenistic periods.

ARTH A335 **History of Twentieth Century Art. (3)** A survey of architecture, painting and sculpture in the 20th century.

ARTH A397 **Topics in Non-Western Art History. (3)** Intensive studies in selected non-Western artists and movements. Specific topics to be announced each semester/year. Satisfies the non-Western world studies requirement.

ARTH A398 **Topics in Art History. (3)** Intensive studies in selected artists or movements. Specific topics to be announced each semester/year.

ARTH A399 **Independent Study (1-3)**. (Prereq: Consent of Instructor). An independent research project that will culminate in a term paper. Topics must be approved by the supervising professor.

Art Studio (ARTS)

ARTS A102 **Introduction to Visual Arts Computing. (3)** A foundation level course in the use of personal computers and discipline related software as aids in visual design. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A103 **Fundamentals of Art I. (3)** Introduction to visual thinking and principles of two-dimensional design.

ARTS A111 **Basic Drawing I. (3)** Introduction to the materials and basic techniques of drawing.

ARTS A112 **Basic Drawing II. (3)** Introduction to the materials and basic techniques of drawing. (ARTS A111 is a prerequisite for ARTS A112.)

ARTS A145 **Introduction to Graphic Design. (3)** An introduction to design as applied to the field of advertising art. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A210 **Introduction to Painting. (3)** (Prereq: ARTS A111 or consent of instructor) An introductory course in the materials and techniques of painting.

ARTS A220 **Introduction to Ceramics. (3)** Experiences in forming, decorating, glazing, and firing.

ARTS A232 **Life Drawing I. (3)** (Prereq: ARTS A111 or consent of instructor) An introduction to drawing the figure from life, with an emphasis on visual perception and basic drawing skills.

ARTS A233 **Life Drawing II. (3)** (Prereq: ARTS A232) A further exploration of life drawing aspects with an emphasis on individual expression.

ARTS A245 **Graphic Design Techniques. (3)** (Prereq: ARTS A145 or consent of instructor) Preparation of roughs, comprehensives and mechanicals for presentation and reproduction of design solutions. Introduction to printing and reproduction of design solutions. Introduction to printing and reproduction processes. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A261 **Photography. (3)** A thorough grounding in the technical aspects of 35mm black and white photography and the aesthetics of the photograph as a personal artistic expression. (Must have access to 35 mm camera.)

ARTS A310 **Intermediate Painting I. (3)** (Prereq: ARTS A210 or consent of instructor). Still lifes, landscapes, models in various media. The student is encouraged to be creative and self-expressive. (ARTS 310 is a prerequisite for ARTS 311.)

ARTS A311 **Intermediate Painting II. (3)** (Prereq: ARTS A310 or consent of instructor) A continuation of ARTS A310.

ARTS A320 **Intermediate Ceramics I. (3)** (Prereq: ARTS A220 or consent of instructor) Further study of wheel throwing or hand building techniques.

ARTS A321 **Intermediate Ceramics II. (3)** (Prereq: ARTS A320 or consent of instructor) Further study of wheel throwing or hand building techniques.

ARTS A330 **Intermediate Drawing I. (3)** (Prereq: ARTS A112 or consent of instructor) Enhancing graphic richness in drawings with intellectual and visual perception as content.

ARTS A331 **Intermediate Drawing II. (3)** (Prereq: ARTS A330) Contemporary cultural stimuli as the content for drawing projects. Emphasis on intellectual and emotive approaches.

ARTS A345 **Intermediate Graphic Design I. (3)** (History and evolution of typography as the foundation of visual

communication. Organizational systems and creative use in graphic design. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A346 **Intermediate Graphic Design II. (3)** (Prereq: ARTS A345 or consent of instructor). Artistic editorial design. Design and layout of magazine, book, and other print formats. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A363 **Color Photography. (3)** (Prereq: ARTS A261) Processing of color slides, negatives, and prints, with an emphasis on producing works of artistic merit and technical proficiency.

ARTS A364 **Digital Photography. (3)** (Prereq: ARTS A261 or consent of instructor) A course in the use of personal computers and software as aids in photographic production and manipulation. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A365 **Digital Illustration. (3)** (Prereq: ARTS A102 or A145 or consent of instructor) Illustration projects done on the computer emphasizing current and established visual styles as well as principles of design and composition. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A370 **Digital Video Editing. (3)** An exploration of non-linear editing solutions. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A371 **Digital Video Effects. (3)** An exploration of digital special effects for video and the web. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A372 **Social Media Photography. (3)** This course is designed to help students develop a plan for working as a photographer in a social media-focused environment. Research is done into all the forms of social media available to the visual artist. The intent of the class will be to continue to improve on photographic skills and, at the same time, foster a plan for taking those skills in the direction of marketing.

ARTS A379 **Web Graphics. (3)** (Prereq: ARTS A102 or ARTS A145 or consent of instructor) The creation of web pages and sites with an emphasis on artistic aspects. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A380 **3 D and Animation. (3)** Fundamentals of digital animation including modeling, rendering, lighting, and camera usage. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

ARTS A398 **Topics in Studio Art. (3)** Intensive study in studio art.

ARTS A399 **Independent Study. (3-9)** (Prereq: permission of instructor) Course content for ARTS A399 will be established entirely on an individual basis according to a suggested program of independent study agreed upon by both the individual student and the instructor. Regular meetings, critiques of art work, research and individual development will be included as well as in-depth discussion. NOTE: Independent study taken at USC Aiken will not count toward the major requirements in USC Columbia but may be used as a free elective.

ARTS A410 **Advanced Painting I. (3)** (Prereq: ARTS A311.) Students are given further opportunity to develop according to their own interests.

ARTS A411 **Advanced Painting II. (3)** (Prereq: ARTS A410) Students are given further opportunity to develop according to their own interests.

ARTS A420 **Advanced Ceramics I. (3)** (Prereq; AART A321) Pursuit of a personal artistic expression through the ceramic process by developing clay bodies, surface embellishments, and firing methods.

ARTS A421 **Advanced Ceramics II. (3)** (Prereq: ARTS A420) Pursuit of a personal artistic expression through the ceramic process by developing appropriate clay bodies, surface embellishments, and firing methods.

ARTS A490 **Senior Exhibit. (1)** Students will learn some of the fundamentals of preparing art for exhibit (e.g., matting, mounting, and framing) and will mount a senior exhibit.

ARTS A524 **Workshop: Ceramics. (3)** Advanced investigation and analysis of problems and methods in ceramics. Topics vary with suffix.

ARTS A549 **Directed Internship. (3)** (Prereq: ARTS A345 and consent of instructor) Supervised professional experience in Graphic Design. (contract required)

ARTS A550 **Directed Photography Internship (3)** ARTS A364 and consent of instructor) Supervised professional experience in photography (contract required).

Music (MUSC)

MUSC A110 **Introduction to Applied Voice. (1-2)** (Prereq: declared major in music) Introduction to Applied Voice provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A111 **Applied Voice for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Voice for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A120 **Introduction to Applied Piano. (1-2)** (Prereq: declared major in music) Introduction to Applied Piano provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A121 **Applied Piano for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Piano for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A122 **Introduction to Applied Organ. (1-2)** (Prereq: permission of department chair) Introduction to Applied Organ provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for

acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A123 **Applied Organ for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Organ for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A130 **Introduction to Applied Percussion. (1-2)** (Prereq: declared major in music) Introduction to Applied Percussion provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A131 **Applied Percussion for the Non-Major. (1-2)** (Prereq: declared major in music) (Prereq: permission of department chair) Applied Percussion for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit

MUSC A135 **Group Piano. (3)** A course for beginning piano students meeting in groups. Emphasis on music reading and elementary techniques. May be repeated once for degree credit.

MUSC A137 **Group Piano for Music Education Majors I. (1)** (Prereq: MUSC A136 or successful completion of piano placement exam) Group instruction for development of fundamental techniques and learning of appropriate repertoire from beginning to intermediate levels. Application of aural and theoretical skills, harmonization and improvisation, and accompanying. This course assists in preparing music education majors for the piano proficiency examination. May be repeated for degree credit for a total of two hours.

MUSC A138 **Group Piano for Music Education Majors II. (1)** (Prereq: MUSC A137 (Two semesters)) Group instruction for development of fundamental techniques and learning of appropriate repertoire from intermediate to advanced levels. Application of aural and theoretical skills, harmonization and improvisation, and accompanying. This course assists in preparing music education majors for the piano proficiency examination. May be repeated as necessary. May be repeated for degree credit for a total of two hours.

MUSC A140 **Introduction to Applied Violin. (1-2)** (Prereq: declared major in music) Introduction to Applied Violin provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.

MUSC A141 **Applied Violin for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Violin for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A142 **Introduction to Applied Viola. (1-2)** (Prereq: declared major in music) Introduction to Applied Viola provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.

MUSC A143 **Applied Viola for the Non-Major. (1-2)** (Prereq: permission of department chair) Introduction to Applied Viola for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A144 **Introduction to Applied Violoncello. (1-2)** (Prereq: Declared major in music) Introduction to Applied Violoncello provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A145 **Applied Violoncello for the Non-Major. (1-2)** (Prereq: permission of department chair) Introduction to Applied Violoncello for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A146 **Introduction to Applied Double Bass. (1-2)** (Prereq: Declared major in music) Introduction to Applied Double Bass provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A147 **Applied Double Bass for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Double Bass for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A148 **Introduction to Applied Guitar. (1-2)** (Prereq: Declared major in music) Introduction to Applied Guitar provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A149 **Applied Guitar for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Guitar for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A150 **Introduction to Applied Flute. (1-2)** (Prereq: declared major in music) Introduction to Applied Flute provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A151 **Applied Flute for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Flute for the Non-Major provides individualized instruction for students seeking improvement of musical skills,

introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A152 **Introduction to Applied Oboe. (1-2)** (Prereq: declared major in music) Introduction to Applied Oboe provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A153 **Applied Oboe for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Oboe for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A154 **Introduction to Applied Bassoon. (1-2)** (Prereq: declared major in music) Introduction to Applied Trumpet provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A155 **Applied Bassoon for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Bassoon for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A156 **Introduction to Applied Clarinet. (1-2)** (Prereq: declared major in music) Introduction to Applied Clarinet provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A156 **Applied Clarinet for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Clarinet for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A158 **Introdcution to Applied Saxophone. (1-2)** (Prereq: declared major in music) Introduction to Applied Saxophone provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A159 **Applied Saxophone for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Saxophone for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A160 **Introduction to Applied Trumpet. (1-2)** (Prereq: declared major in music) Introduction to Applied Trumpet provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A161 **Applied Trumpet for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Trumpet for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A162 **Introduction to Applied French Horn. (1-2)** (Prereq: declared major in music) Introduction to Applied French Horn provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A163 **Applied French Horn for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied French Horn for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A164 **Introduction to Applied Trombone. (1-2)** (Prereq: declared major in music) Introduction to Applied Trombone provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A165 **Applied Trombone for the Non-Major. (1-2)** **(**Prerep: permission of the department chair) Applied Trombone for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A166 **Introduction to Applied Euphonium. (1-2)** (Prereq: declared major in music) Introduction to Applied Euphonium provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A167 **Applied Euphonium for the Non-Major. (1-2)** (Prereq: permission of the department chair) Applied Euphonium for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A168 **Introduction to Applied Tuba. (1-2)** (Prereq: declared major in music) Introduction to Applied Tuba provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until acceptance into music studies.

MUSC A169 **Applied Tuba for the Non-Major. (1-2)** (Prereq: permission of the department chair) Applied Tuba for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal

enrichment, and development of performance skills. Course my be repeated for credit.

MUSC A173 **Introduction to Music. (3)** Open to all students who are interested in gaining a comprehensive understanding of music through a development of intelligent listening. Representative masterpieces from the Middle Ages through the Twentieth Century will be studied within an historical framework.

MUSC A175 **World Music. (3)** Explores the music of Asia, Africa, the Middle East, Indonesia, and the indigenous cultures of North and South America and Eastern Europe. Musical styles, instruments, and tonal systems will be studied through extensive listening. No formal music skill required. (Satisfies Non-Western World Studies requirement and Humanities requirement.)

MUSC A181 **Vocal Chamber Studies. (1)** (Prereq: consent of Dept. Chair). Vocal Chamber Studies provides experiences in small ensemble performances and productions (i.e., one-on-a-part chamber music, vocal jazz, and cast productions such as opera or musical theatres scences). This course may be repeated for credit.

MUSC A182 **Percussion Ensemble (1).** Students will learn and perform percussion ensemble music from the standard repertory. This course may be repeated.

MUSC A183 **Athletic Band. (1)** Rehearsal and performance of athletic band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit for a total of two hours.)

MUSC A184 **USC Aiken Wind Ensemble. (1)** Wind Ensemble introduces students to a wide variety of music literature from the Western tradition (i.e. music of the past 100 years, including American idioms such as jazz and the American march, as well as transcriptions of music from the Baroque, Classical, and Romantic periods in music history). Students are encouraged to develop critical thinking and listening skills through active participation. Through performance, the primary objective is to develop a deeper appreciation for music in its cultural and historical contexts. This course may be repeated for credit. Music education majors with an emphasis in instrumental studies are required to enroll in this course every semester until MUED A470 -- Internship in Music Education.

MUSC A185 **USC Aiken Concert Choir. (1)** Concert Choir introduces students to a wide variety of music literature from the Western tradition (i.e. Renaissance, Baroque, Classic, Romantic, and Contemporary periods in music history) as well as indigenous music throughout the world. Students are encouraged to develop critical thinking and listening skills through active participation. Through performance, the primary objective is to develop a deeper appreciation for music in its cultural and historical contexts. This course may be repeated for credit. Music education majors with an emphasis in vocal studies are required to enroll in this course every semester until MUED A470 -- Internship in Music Education.

MUSC A186 **Masterworks Chorale. (1)** The Masterworks Chorale is intended to develop vocal skills, musical literacy, and musical understanding through the choral experience. The Masterworks Chorale will perform repertoire consisting of sacred and secular literature with an emphasis upon the masterworks of renowned composers. Students are expected to have had musical experience at the high school level or above. May be repeated for degree credit for a total of two hours.

MUSC A187 **Jazz Band I. (1)** (Prereq: Approval of the instructor). Rehearsal and performance of jazz music. May be repeated for credit.

MUSC A189 **Aiken Concert Band I. (1)** The Aiken Concert Band is a community-based large ensemble comprised of woodwind, brass, and percussion instruments. Students study new and standard wind band repertoire and apply concepts of ensemble blend, intonation, and musicality in rehersals and public performances. May be repeated for credit.

MUSC A195 **Music Technology. (2)** This course introduces students to the use of technology and its applications in music. Students will develop an understanding of the current trends in technology for the music education classroom, performance hall, music studio, and internet.

MUSC A196 **Music Theory I. (3)** (Coreq: MUSC A197) An introdcution to the basic elements, materials, and structure of tonality in the Western tradition. Emphases are harmony, voice leading, part-writing, and counterpoint.

MUSC A197 **Aural Skills. (1)** (Coreq: MUSC A196) Introduction to ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A198 **Music Theory II. (3)** (Prereq: C or better in MUSC A196 Coreq: MUSC A197 or MUSC A199) Continued development of techniques, applications, and skills developed in MUSC A196, including the elements, materials, and structure of Western music with an emphases on harmony, voice leading, part-writing, and counterpoint.

MUSC A199 **Aural Skills II. (1)** (Prereq: C or better in MUSC A197 Coreq: MUSC A198 or MUSC A296) Continued development of ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A203 **Class Voice Instruction and Methods. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual voice.

MUSC A204 **Diction I. (1)** A study of the physical factors in the production of vowel and consonant sounds in Italian and Latin. Emphasis is on accuracy and clarity in pronunciation for singers aided by the study of phonetics and the international phonetic alphabet.

MUSC A205 **Diction II. (1)** (Prereq: MUSC A204) A study of the physical factors in the production of vowel and consonant sounds in French and German. Emphasis is on accuracy and clarity in pronunciation for singers aided by the study of phonetics and the international phonetic alphabet.

MUSC A210 **Applied Voice I. (1-2)** (Prereq: completed music audition) Applied Voice I provides individualized instruction for development of professional musical skills, course objectives include the develpment of core musicianship, repertoire, and artistry. Course may be repeated until succesfful completion of Level Exam I.

MUSC A214 **Class Percussion Instruction and Methods. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.

MUSC A220 **Applied Piano I (1-2)** (Prereq:completed music audition) Applied Piano I provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A222 **Applied Organ I. (1-2)** (Prereq: Completed music audition) Applied Organ I provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I

MUSC A230 **Applied Percussion I. (1-2)** (Prereq: completed music audition) Applied Percussion I provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A240 **Applied Violin I. (1-2)** (prereq: completed music audition) Introduction to Applied Violin I provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.

MUSC A242 **Applied Viola I. (1-2)** (prereq: completed music audition) Introduction to Applied Viola I provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.

MUSC A243 **Class String Instruction and Methods. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.

MUSC A244 **Applied Violoncello I. (1-2)** (Prereq: completed music audition) Applied Violoncello I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A246 **Applied Double Bass I. (1-2)** (Prereq: completed music audition and acceptance to the music program) Applied Double Bass I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A248 **Applied Guitar I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Guitar I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A250 **Applied Flute I. (1-2)** (Prereq: completion of music audition) Introduction to Applied Flute I provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.

MUSC A252 **Applied Oboe I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Oboe I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A253 **Class Woodwind Instruction and Methods. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.

MUSC A254 **Applied Bassoon I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Bassoon I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A256 **Applied Clarinet I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Clarinet I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A258 **Applied Saxophone I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Saxophone I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A260 **Applied Trumpet I. (1-2)** (Prereq: completion of music audition) Introduction to Applied Trumpet I provides individualized instruction for students majoring in music. Course objectives include the development of fundamentals in core musicianship, introduction to basic repertoire, and preparation for acceptance into the music program. Course may be repeated until successful completion of Level Exam I.

MUSC A262 **Applied French Horn I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied French Horn I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A263 **Class Brass Instruction and Methods. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.

MUSC A264 **Applied Trombone I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Trombone I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A266 **Applied Euphonium I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Euphonium I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A268 **Applied Tuba I. (1-2)** (Prereq: completed music audition and acceptance into the music program) Applied Tuba I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship,

repertoire, and artistry. Course may be repeated until successful completion of Level Exam I.

MUSC A296 **Music Theory III. (3)** (Prereq: C or better in MUSC A198 Coreq: MUSC A199 or MUSC A297) Continued development of techniques, applications, and skills developed in MUSC A198, including the elements, materials, and structure of Western music with an emphases on harmony, voice leading, part-writing, and coutnerpoint.

MUSC A297 **Aural Skills III. (1)** (Prereq: C or better in MUSC A199 Coreq: MUSC A198 or MUSC A296) Continued development of ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A298 **Music Theory IV. (3)** (Prereq: C or better in MUSC A196 Coreq: MUSC A297 or MUSC A299) Continued development of techniques, applications, and skills developed in MUSC A296, including the elements, materials, and structure of Western music as applied in the Nineteenth through Twenty-first centuries, with emphases on harmony, voice leading, part-writing, and counterpoint.

MUSC A299 **Aural Skills IV. (1)** (Prereq: C or better in MUSC A197; Coreq: MUSC A296 or MUSC A298) Continued development of ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A310 **Applied Voice II. (1-2)** (Prereq: MUSC A210 and successful completion of Level Exam I) Applied Voice II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A320 **Applied Piano II. (1-2)** (Prereq: MUSC A220 and successful completion of Level Exam I) Applied Piano I provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A321 **Organ III. (1-2)** (Prereq: MUSC A122 for two semesters and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated once for degree credit. Students must complete two semesters of this course before enrolling in the next level.)

MUSC A322 **Applied Organ II. (1-2)** (Prereq: MUSC A222 and successful completion of Level Exam I) Applied Organ II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A330 **Applied Percussion II. (1-2)** (Prereq: MUSC A230 and successful completion of Level Exam I) Applied Percussion II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A336 **Conducting I. (1)** (Prereq: MUSC A297 or consent of instructor) Conducting I focuses on technical fundamentals and artistic philosophy to help prepare students of the pragmatic contribution they will make early in their careers. Students receive resources for artistic inspiration, a working facility in gesture and motion, expression, modes of communication and performance of various meters, tempi, and styles. Skills are practiced and assessed through laboratory ensembles. Students also learn terminology applicable to basic score preparation and instrument transposition.

MUSC A337 **Conducting II. (2)** (Prereq: MUSC A336) further develops the technical skills and artistic philosophy of students to prepare them for a career as an artist, teacher, and conductor. Students gain more resources for artistic inspiration, advanced facility in gesture and motion, expression, modes of communication and performance of various meters, tempi, and styles. Skills are practiced and assessed through laboratory ensembles. Students also learn additional terminology related to advanced score preparation and instrument transposition.

MUSC A340 **Applied Violin II** (Prereq: MUSC A240 and successful completion of Level Exam I) Applied Violin II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A342 **Applied Viola II. (1-2)** (Prereq: MUSC A242 and successful completion of Level Exam I) Applied Viola II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A343 **Guitar III (1-2)** (Prereq: MUSC A144 and permission of department chair). Continuation of MUSC A144. Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete two semesters of this course before enrolling in the next level.

MUSC A344 **Applied Violoncello II. (1-2)** (Prereq: MUSC A244 and successful completion of Level Exam I) Applied Violoncello II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A346 **Applied Double Bass II. (1-2)** (Prereq: MUSC A246 and successful completion of Level Exam I) Applied Double Bass II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A348 **Applied Guitar II. (1-2)** (Prereq: MUSC A248 and successful completion of Level Exam I) Applied Guitar II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A350 **Applied Flute II. (1-2)** (Prereq: MUSC A250 and successful completion of Level Exam I) Applied Flute II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A352 **Applied Oboe II. (1-2)** (Prereq: MUSC A252 and successful completion of Level Exam I) Applied Oboe II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A354 **Applied Bassoon II. (1-2)** (Prereq: MUSC A254 and successful completion of Level Exam I) Applied Bassoon II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A356 **Applied Clarinet II. (1-2)** (Prereq: MUSC A256 and successful completion of Level Exam I) Applied Clarinet II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A358 **Applied Saxsophone II. (1-2)** (Prereq: MUSC A258 and successful completion of Level Exam I) Applied Saxsophone II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A360 **Applied Trumpet II. (1-2)** (Prereq: MUSC A260 and successful completion of Level Exam I) Applied Trumpet II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A362 **Applied French Horn II. (1-2)** (Prereq: MUSC A262 and successful completion of Level Exam I) Applied French Horn II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A364 **Applied Trombone II. (1-2)** (Prereq: MUSC A264 and successful completion of Level Exam I) Applied Trombone II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A366 **Applied Euphonium II. (1-2)** (Prereq: MUSC A266 and successful completion of Level Exam I) Applied Euphonium II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A368 **Applied Tuba II. (1-2)** (Prereq: MUSC A268 and successful completion of Level Exam I) Applied Tuba II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A371 **History of Western Music I. (3)** A study of music and its place in Western civilization from the middle ages through the baroque.

MUSC A372 **History of Western Music II. (3)** A study of music and its place in Western civilization from the 18th century to the present.

MUSC A373 **(=THEA A363) History of the Musical Theatre.** (3) This course will examine the influences, history and development of the American musical from its inception to today. Cross-listed with THEA A363.

MUSC A374 **History of American Music. (3)** A broad survey of music in America from Colonial times to the present. Topics include music in early North America, popular music, jazz, theater and film music, opera, and concert music.

MUSC A388 **Canticum Novum. (1)** (Prereq: By Audition). Canticum Novum is an auditioned chamber ensemble specializing in the performance of early music as well as contemporary literature appropriate for the small ensemble. May be repeated for credit.

MUSC A392 **Selected Topics in Music Theory, Performance and Studio. (1-3)** Topics in music theory, performance, and studio to be announced by suffix and title in the schedule of classes.

MUSC A393 **Selected Topics in Music History. (1-3)** Topics in music history to be announced by suffix and title in the schedule of classes.

MUSC A396 **Applied Composition. (1-2)** (Prereq: MUSC A297 or permission of instructor) Individual instruction in the process of composition with attention to creativity. (May be repeated for degree credit.)

MUSC A397 **Orchestration and Arranging. (2)** (Prereq: MUSC A297) Study of instrumentation and orchestration in various styles as applied to bowed and plucked string instruments, woodwinds, brass instruments, percussion, and keyboard instruments. Topics include transcription, transpositions, ranges, score analysis, score and part preparation, scoring for instrumental sections (alone and in combination), full orchestra, and band. Includes individual projects in composition, arranging and orchestration.

MUSC A398 **Form and Analysis. (2)** (Prereq: MUSC A297) Traditional techniques of musical form and their applications in historical and contemporary styles. Forms examined include binary, ternary, rondo, sonata, concerto, ostinato, variations, suite, and fugue.

MUSC A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Independent study in music.

MUSC A410 **Applied Voice III. (1-2)** (Prereq: MUSC A310 and successful completion of Level Exam II) Applied Voice III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.

MUSC A420 **Applied Piano III. (1-2)** (Prereq: MUSC A320 and successful completion of Level Exam II) Applied Piano III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.

MUSC A422 **Applied Organ III. (1-2)** (Prereq: MUSC A322 and successful completion of Level Exam II) Applied Organ III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A430 **Applied Percussion III (1-2)** (Prereq: MUSC A330 and successful completion of Level Exam II) Applied Percussion III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.

MUSC A440 **Applied Violin III. (1-2)** (Prereq: MUSC A330 and successful completion of Level Exam II) Applied Violin

III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.

MUSC A442 **Applied Viola III. (1-2)** (Prereq: MUSC A342 and successful completion of Level Exam II) Applied Viola III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.

MUSC A444 **Applied Violoncello III. (1-2)** (Prereq: MUSC A344 and successful completion of Level Exam II) Applied Violoncello III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A446 **Applied Double Bass III. (1-2)** (Prereq: MUSC A346 and successful completion of Level Exam II) Applied Double Bass III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A448 **Applied Guitar III. (1-2)** (Prereq: MUSC A348 and successful completion of Level Exam II) Applied Guitar III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A450 **Applied Flute III. (1-2)** (Prereq: MUSC A350 and successful completion of Level Exam II) Applied Flute III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.

MUSC A452 **Applied Oboe III. (1-2)** (Prereq: MUSC A352 and successful completion of Level Exam II) Applied Oboe III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A454 **Applied Bassoon III. (1-2)** (Prereq: MUSC A354 and successful completion of Level Exam II) Applied Basson III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A456 **Applied Clarinet III. (1-2)** (Prereq: MUSC A356 and successful completion of Level Exam II) Applied Clarinet III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A458 **Applied Saxophone III. (1-2)** (Prereq: MUSC A358 and successful completion of Level Exam II) Applied Saxophone III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A460 **Applied Trumpet III. (1-2)** (Prereq: MUSC A360 and successful completion of Level Exam II) Applied Trumpet III provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all requirements for graduation.

MUSC A462 **Applied French Horn III. (1-2)** (Prereq: MUSC A362 and successful completion of Level Exam II) Applied French Horn III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A464 **Applied Trombone III. (1-2)** (Prereq: MUSC A364 and successful completion of Level Exam II) Applied Trombone III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A466 **Applied Euphonium III. (1-2)** (Prereq: MUSC A366 and successful completion of Level Exam II) Applied Euphonium III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

MUSC A468 **Applied Tuba III. (1-2)** (Prereq: MUSC A368 and successful completion of Level Exam II) Applied Tuba III provides individualized instruction for development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of all graduation requirements.

Music Education (MUED)

MUED A360 **Topics in Music Education. (2)** (Coreq: MUED A460) This course serves as an introduction to the field of music education. Current trends in music instruction and curriculum design will be discussed, as well as topical issues surrounding education. As a corequisite, students will be expected to observe in the public schools for 20 hours.

MUED A446 **Teaching Music in the Elementary Classroom. (3)** (Prereq: Admission to the Professional Program in Music Education; Coreq: MUED A462) Students will learn and apply appropriate pedagogical skills for the elementary general music classroom. Developing lesson plans, establishing appropriate assessments and rubrics, and creating short and long-term goals and objectives will be discussed as a part of this course.

MUED A456 **Teaching Choral Music in High School. (3)** (Prereq: MUED A446 or permission of the department chair; Coreq: MUED A462) Rehearsal strategies, procedures, materials and methods as they apply to teaching choral music in the high school. Student is required to work with a master teacher in the schools for selected activities in a corequisite practicum. Also open to music-degreed students seeking teacher certification.

MUED A457 **Teaching Instrumental Music in High School. (3)** (Prereq: MUED A446 or permission of the department chair; Coreq: MUED A462) Rehearsal strategies, procedures, materials and methods as they apply to teaching instrumental music in the high school. Student is required to work with a master teacher in the schools for selected activities in a corequisite practicum. Also open to music-degreed students seeking teacher certification.

MUED A460 **Practicum I. (1)** (Coreq: MUED A360) This course focuses on observation and analysis of classroom management practices, characteristics of the P-12 curriculum, and implementation of appropriate teaching strategies. The student is required to work in the schools with a master teacher in the student's subject field and in informal educational settings or community-based programs. Also open to music-degreed students seeking certification.

MUED A462 **Practicum II. (1)** (Prereq: MUED A360; Coreq: MUED A446) In this course, students will participate in supervised application of classroom instructional methods, evaluative techniques and classroom management skills in clinical settings. The student is required to work in the schools with a master teacher in the student's subject field and in informal educational settings or community-based programs. Also open to music degreed students seeking certification. Students are expected to complete 30 hours of observation and teaching in these settings.

MUED A464 **Practicum III. (1)** (Prereq: MUED A446; Coreq: MUED A456) In this course, students will participate in supervised application of classroom instructional methods, evaluative techniques, and classroom management skills in clinical settings. The student is required to work in the schools with a master teacher in the student's subject field and in informal educational settings or community-based programs. Also open to music-degreed students seeking certification. Students are expected to complete 30 hours of observation and teaching in these settings.

MUED A470 **Internship in Music Education. (12)** (Prereq: Admission to the Professional Program and Internship in Music Education; Coreq: MUED A476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

MUED A476 **Senior Seminar. (3)** (Prereq: Admission to the Professional Program; Coreq: MUED A470) The synthesis and critical evaluation of professional studies in music education.

Theatre (THEA)

THEA A151 **Fundamentals of Theatrical Production. (3)** A survey of the basic skills required to participate safely and actively in the execution of design and technical elements of a theatrical production. Basic skill sets covered include costuming, lighting, sound, carpentry, and painting.

THEA A161 **Introduction to Theatre Art. (3)** Understanding and criticism of dramatic literature, history, and production.

THEA A170 **Fundamentals of Acting I. (3)** The technique of body and voice control; improvisations; interpretation of characters: characterization applied to scenes.

THEA A220 **Performance Laboratory. (1)** Supervised participation as a performer in a theatre production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A221 **Scene Studio Laboratory. (1)** Supervised participation as a scenic technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A223 **Lighting Studio Laboratory. (1)** Supervised participation as a lighting technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A227 **Costume Studio Laboratory. (1)** Supervised participation as a costume technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A228 **Stage Management Laboratory. (1)** Supervised participation as a Stage Manager in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A229 **Theatre Management Laboratory. (1)** Supervised participation in theatre management for theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A251 **Scenic Production Techniques. (3)** (Prereq: THEA A151 or permission of the instructor; Coreq: THEA A221) A study of the techniques and structural concepts involved in the execution of theatrical scenery, this course covers topics including: two and three-dimensional scenic units, overhead rigging, making and interpreting construction drawings, and scene changing devices.

THEA A253 **Stage Lighting Design and Technology. (3)** (Prereq: THEA A151 or permission of the instructor; Coreq: THEA A223) A study of the fundamental concepts and technology involved in the creation and execution of theatrical lighting designs, this course covers topics including qualities and functions of stage lighting, distribution techniques, color theory, research techniques, instrumentation, design process, graphics, paperwork, and electrical theory. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

THEA A254 **Scenic Design and Theatrical Graphics. (3)** (Prereq: THEA A151 or permission of the instructor) A study of the fundamental concepts and graphic techniques involved in the communication of theatrical scenic designs, this course covers topics including design elements, research techniques, CADD drafting, perspective rendering, and modeling techniques. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

THEA A257 **Theatrical Costume Design and Production. (3)** (Prereq: THEA A151 or permission of the instructor; Coreq: THEA A227) A study of the fundamental concepts, graphic techniques and construction methods involved in the communication and execution of theatrical costume designs, this course covers topics including design elements, research techniques, history, rendering, patterning, and stitching.

THEA A270 **Voice for the Theatre. (3)** (Prereq: THEA A170). The various aspects of voice production for the stage are intensely examined and explored. Topics include organs of speech, the sounds of Spoken English, the International Phonetic Alphabet, practicing and warming up the vocal instrument, dialects, and creating a vocal score for a character.

THEA A274 **Beginning Modern Theatrical Dance. (1)** Fundamental skills and terminology through creative movement, patterns, and improvisation.

THEA A281 **Makeup for the Theatre.** (3) This course gives the actor, the prospective actor, and anyone who might be involved with makeup (whether as a designed, director, makeup artist, or teacher), the theoretical and practical knowledge necessary in order to design, apply and properly wear makeup that projects a specific character.

THEA A351 **Theatrical Design Studio. (3)** (Prereq: THEA A253 or THEA A254 or THEA A257) A project-oriented study of theatrical design techniques in the area of lighting, scenery, or costumes. This course concentrates on developing script analysis, research, and rendering techniques through mentored and collaborative project work. (Course may be repeated in different areas of design for a maximum of nine credits.)

THEA A358 **Stage Management. (3)** (Prereq: THEA A151, A170) A practical study of the principles and procedures of stage management for the theatre.

THEA A361 **History of Theatre I. (3)** A survey of plays, playwrights, actors, production and the physical development of theatres. Reading of representative plays required. From the time of Greeks to 1660.

THEA A362 **History of Theatre II. (3)** A continuation of a survey of plays, playwrights, actors, production, and the physical development of theatres. Reading of representative plays required. From 1660 to present.

THEA A363 **(=MUSC A373) History of the Musical Theatre. (3).** This course will examine the influences, history, and development of the American musical from its inception to today. Cross-Listed with MUSC A373.

THEA A370 **Intermediate Acting. (3)** (Prereq: THEA A170) A continuation of scene study and character development. (Students who received credit for THEA A171 may not take this course for credit.)

THEA A372 **Fundamentals of Movement in the Performing Arts. (1)** An introduction to basic physical skills, including relaxation, flexibility, and manipulation of the body at rest and in motion. The course will train performers in methods for placing the body and using the stage. (May be repeated for up to three hours credit.)

THEA A374 **Intermediate Modern Theatrical Dance. (1)** (Prereq: THEA A274). Continuation of THEA A274, increased dance skills through creative movement, patterns, improvisations, and compositional problems. (May be repeated for degree credit for a total of three hours.)

THEA A375 **Beginning Ballet. (1)**

THEA A376 **Intermediate Ballet I. (1)** (Prereq: THEA A375 or consent of instructor.)

THEA A377 **Intermediate Ballet II. (1)** (Prereq: THEA A376 or consent of instructor. May be repeated for degree credit for a total of three hours.)

THEA A378 **Beginning Jazz Dance. (1)** (Prereq: none) Performance of jazz dance and its styles from its origins to its use of the contemporary stage.

THEA A379 **Intermediate Jazz Dance. (1)** (Prereq: THEA A378) Development of jazz movement and styles. Control, rhythm, and continuity are emphasized. A continuation of THEA A378.

THEA A398 **Topics in Theatre. (3)** (Prereq: permission of instructor) Study of selected topics in theatre. Individual title and suffix to be announced with each topic.

THEA A399 **Independent Study. (3-6)** (Prereq: permission of instructor)

THEA A465 **Playwriting (=ENGL A465) (3)** (Prereq: Grades of C or better in ENGL A101 and A102.) Practice and discussion of basic techniques of writing plays. May be repeated for a maximum of six hours. (Offered on demand.) Cross-listed with ENGL A465.

THEA A478 **Play Direction. (3)** (Prereq: THEA A370 and THEA A358 or permission of instructor) A study of principles, procedures, and practice of stage direction, with selection, analysis, casting, and rehearsal of a one-act play to be presented in the O'Connell Theatre.

THEA A522 **Creative Drama. (3)** Methods and techniques in developing and leading informal dramatic activity with children.

THEA A526 **Children's Theatre. (3)** (Prereq: consent of instructor) Special problems in producing plays for child audiences.

THEA A529 **Theatre Management. (3)** Problems involved in organizing, administering, and promoting the non-professional theatre.

THEA A570 **Advanced Acting. (3)** (Prereq: THEA A170, A370) Theory and practice in the development of a role and an understanding of the audience-actor relationship.

THEA A575 **Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.

THEA A576 **Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.

THEA A596 **Directed Internship in Theatre. (3)** (Prereq: Student has completed at least 85 hours and permission of instructor.) Supervised Professional Experience in Theatre. (Contract Required)

Other Courses Offered by the College of Arts, Humanities and Social Sciences

Academic Support

AFYS A101 **The First-Year Seminar. (1)** AFYS A101 promotes a successful transition to college life for new freshmen and transfers through the introduction to college success strategies such as developing learning styles, improving study skills and time management, and developing career goals. (Elective credit only)

ASUP A110 **Emerging Leader. (2)** (Prereq: Consent of instructor, 2.5 G.P.A.and previous leadership experience)
This course will offer an introduction to leadership development by examining a variety of leadership skills, with an emphasis on leadership styles. Through several assignments, students will actively examine their own abilities and develop critical skills needed to become leaders in their communities.

ASUP A210 **Citizen Leadership. (2)** (Prereq: 30 credit hours) This course provides the opportunity to apply leadership theory to active service learning experiences. Students will look at citizenship from a variety of perspectives and will reflect on their own roles as leaders and citizens. This course uses the PARE model (Preparation, Action, Reflection, and Evaluation) to develop critical thinking skills.

ASUP A310 **Leadership Exchange. (2)** (Prereq: 30 credit hours and consent of instructor) This course will offer students an in-depth analysis of an important social issue facing American society and how citizens can make a difference through their leadership and grassroots efforts. Travel to another part of the country will be required as part of the course.

ASUP A410 **College to Career. (1)** (Prereq: 75 credit hours) A study of the various transition issues faced as students move from college into the world of employment. Emphasis will be placed on the areas of job searching, analysis of tranferrable skills, and workplace and life-related issues (workplace ethics, etiquette, financial planning, civic engagement, etc.) The class will focus on how an

individual's college experience has prepared him/her for life after graduation.

Human Services

HMSV A201 Introduction to Human Services. (3) (Prereq: SOCY A101) An overview of the social services approach to human problems. The course will include discussion of types of aid and human service agencies currently available in the United States and will examine basic philosophies and practices used in social services. (This course is for sociology majors electing a concentration in human services. It may not be used to satisfy the general education requirement in social sciences.)

Critical Inquiry

AFCI A101 **Critical Inquiry. (1)** Focused on the First-Year Reading, this course is designed to develop critical inquiry and information literacy skills.

Humanities

HSSI A107 **Southern Studies. (3)** "Southern Studies" is an interdisciplinary study of the South since the Civil War. Utilizing the skills of humanists and social scientists, an overview of the Southern tradition, changes, and recent political and social trends will be made. Perspectives on the South will be presented from the following fields as a minimum: history, literature, music, political science, religion and sociology. The course will utilize a team-teaching approach with numerous guest lecturers and presentations.

HSSI A201 **Peace Studies. (3)** An introduction to peace studies from the perspective of several academic disciplines. Topics may include the causes of war, ethical, and religious perspectives on peace, economic causes and consequences of conflict, and theories and practicalities of conflict resolution as they have been understood in a variety of cultures and traditions.

HSSI A202 **African American Studies. (3)** A comparative study of the history, politics and the arts of Africa and African America. Emphasis will be on the cross-cultural influences between Africans and African-Americans and the influence of the forced dispersal of the African people on American culture.

HSSI A211 **Issues in Women's Studies. (3)** This course is an interdisciplinary approach to the issues affecting women in contemporary society from the perspective of literature, politics, philosophy, sociology, religion, communication, and history.

HSSI A301 **Topics in Peace Studies.** (3) (Prereq: sophomore standing) An examination of one or more peace-related topics (e.g., conflict resolution, negotiation, forgiveness, human rights, poverty, social justice, literature of peace).

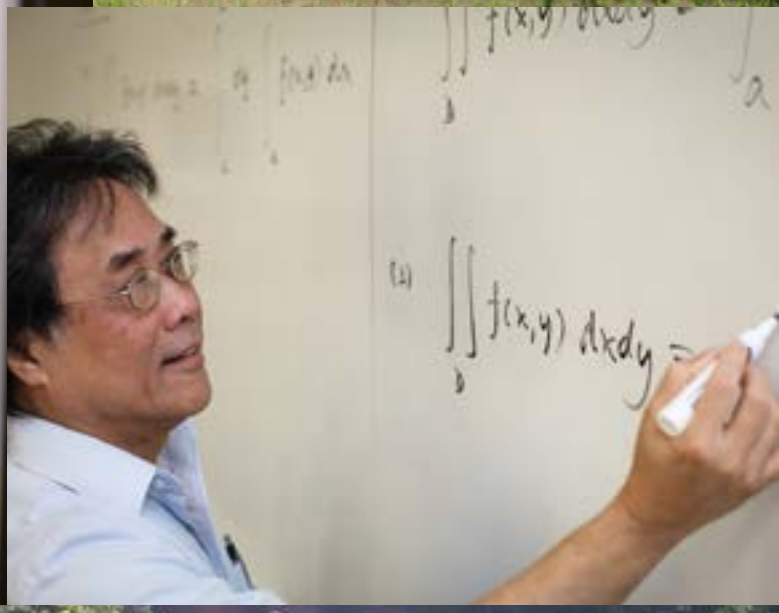
Study Abroad

INTL A100 **Study Abroad--USC Aiken Program. (1-16)** (Prereq: Successful completion of 24 credit hours.) Keeps a USC Aiken student actively enrolled while on a pre-approved USC Aiken exchange program. This class will charge USC Aiken tuition and requires pre-approval of the Office of Global Studies and Multicul tural Engagement.

INTL A101 **Study Abroad-Non USC Aiken Program.** (1-16). (Prereq: Successful completion of 24 credit hours.) This course will facilitate the registration of students who participate on a pre-approved non-USC Aiken study abroad program. This class does not charge USC Aiken tuition and requires pre-approval of the Office of Global Studies and Multicultural Engagement. Students will provide a foreign transcript and receive a pass/fail grade for all coursework.

INTL A102 **Study Abroad Through Another U.S. Institution. (1-16)** (Prereq: Successful completion of 24 credit hours.) INTL A102 keeps a USC Aiken student actively enrolled while on a pre-approved non-USC Aiken study abroad program through another U.S. institution of higher education. This class does not charge USC Aiken tuition and requires pre-approval through the Office of Global Studies and Multicultural Engagement. Students will provide a U.S.-base tran scripts, and grades will factor into student's USC Aiken Collegiate Summary GPA.

College of Sciences and Engineering



College of Sciences and Engineering

Daren J. Timmons, Dean of the College of Sciences and Engineering

The College of Sciences and Engineering consists of the Department of Biology and Geology; the Department of Chemistry and Physics; the Department of Exercise and Sports Science; the Department of Mathematical Sciences; the Department of Psychology, and the Ruth Patrick Science Education Center. The College offers the Bachelor of Science degree with majors in biology, chemistry, exercise and sports science, mathematics/computer science, process engineering, and psychology and the Bachelor of Arts degrees in biology and psychology. The College also offers a Master of Science degree in applied clinical psychology. The Ruth Patrick Science Education Center offers practicing teachers instruction ranging from one-hour workshops through formal graduate level instruction.

Two- and three-year curricula in most scientific fields including allied health sciences, engineering, geology and physics/astronomy are available. These two-and three-year curricula are coordinated with institutions of higher education such as USC Columbia, the Medical University of South Carolina, Clemson University, the College of Charleston, and the Medical College of Georgia where the student transfers to finish a baccalaureate degree.

The College offers full pre-medical, pre-dental, pre-pharmacy and pre-veterinary science curricula. One or more years in other pre-professional programs such as forestry, plant science, and agronomy also are available through the College.

College of Sciences Mission Statement

The mission of the USC Aiken College of Sciences and Engineering is to create and communicate scientific knowledge, serve as a community resource, and provide instruction and programs that offer students opportunities to learn the history, principles, theories, and concepts of the sciences through its teaching, scholarly activity, and service.

To that end, the College strives to:

- Provide general education experiences in the natural sciences, mathematical sciences, and psychology.
- Provide current and responsive curricula in specialized programs of study leading to baccalaureate degrees in biology, chemistry, exercise and sports science, mathematical sciences, process engineering, and psychology; to a Master of Science degree in Applied Clinical Psychology; and to non-degree programs in engineering, geology, physics, allied health, and pharmacy.
- Provide classroom, laboratory, and other experiences aimed at learning, practicing, and communicating the sciences.
- Provide students with academic experiences utilizing appropriate facilities, equipment, instrumentation, supplies, and information technology.
- Continue the professional development of its faculty.

Ruth Patrick Science Education Center

Director

Gary J. Senn (Science Education/Biology), Professor, Ph.D., Florida Institute of Technology, 1992

Mission Statement

The Ruth Patrick Science Education Center (RPSEC) is a cooperative effort between the University of South Carolina Aiken, business, industry, the South Carolina Department of Education, and schools in the Central Savannah River Area of South Carolina and Georgia. The RPSEC challenges the present and inspires the future to effect systemic change in science, mathematics, technology, and environmental education. Its hands-on approach to teaching endeavors to help people experience the beauty, the order, and the power of science and mathematics, as well as the interest and fun of discovery.

In order to promote lifelong learning and empower individuals to make informed decisions, the RPSEC provides services to students, educators, and the public. The RPSEC staff uses research-based methods and materials, models effective instruction, and influences the quality of science and mathematics education for students, teachers, and the public.

Services

The RPSEC offers educational institutes, courses and workshops for K-12 teachers that are designed both to enhance their knowledge of math, science, and technology and to sharpen their teaching skills. Programs are also offered for K-12 students and their families to encourage greater interest in science and mathematics. The RPSEC emphasizes innovative, hands-on approaches that are intended to excite and encourage students and teachers as they learn the content. The RPSEC draws upon the expertise of professional educators, engineers, and scientists from colleges, industries, and schools throughout the Central Savannah River Area to provide its services. Services are delivered through the following units of the RPSEC:

Allendale Elementary Professional Development School

Director Gwendolyn B. Johnson (Mathematics Education), Ph.D., University of South Carolina, 2009

Bridgestone Environmental Education Program (BEEP)

Coordinator Elizabeth F. Eberhard (Elementary Education), M.Ed.., University of South Carolina, 1983

Center of Excellence in Educational Technology (CEET)

Director Gary J. Senn (Science Education/Biology), Professor, Ph.D., Florida Institute of Technology, 1992

Center of Excellence in Middle-Level Interdisciplinary Strategies for Teaching (CE-MIST)

Director, Gary J. Senn (Science Education/Biology), Professor, Ph.D., Florida Institute of Technology

Program Director, Deborah H. McMurtrie (Educational Foundations and Inquiry), Ph.D., University of South Carolina, 2015

Professional Learning

Coordinator Gloria W. Allen (Mathematics Education), M.Ed., University of South Carolina, 1982

Mathematics Specialist William R. Cue (Political Science), B.A., University of South Carolina, 1981

DuPont Planetarium

Program Director Darlene C. Smiley (Geosciences), B.S., Pennsylvania State University, 1979

Planetarium Educator Monica Dainer (Nursing), B.S., Medical University of South Carolina, 1979

Science and Technology Enrichment Program (STEP)

Co-Program Director, Suzanne A. Kneece (Elementary Education), M.Ed., University of South Carolina, 2004

Co-Program Director, Elizabeth F. Eberhard (Elementary Education), M.Ed., University of South Carolina, 1983

Traveling Science and Mathematics Demonstrations Program (TSMDP) and RPSEC Special Programs

Director John Hutchens (Community and Occupational Programs in Education) M.Ed, University of South Carolina, 2001

Department of Biology and Geology

William H. Jackson, Jr., Department Chair

Professors

Allen J. Dennis (Geology), Ph.D., University of South Carolina, 1989, *SCANA Chair in Physical Sciences*
Carolina Trustee Professor

Andrew R. Dyer, (Plant Ecology), Ph.D., University of California, Davis, 1996, *Washington Group Endowed Chair in Sciences or Mathematical Sciences*

C. Nathan Hancock, (Biochemistry), Ph.D., University of Missouri-Columbia, 2005

S. Michele Harmon, (Environmental Health Sciences), Ph.D., University of South Carolina, 2003

William H. Jackson, Jr., (Immunology), Ph.D., Medical College of Georgia, 1995

Associate Professors

Michelle L. Vieyra, (Biology), Ph.D., University of South Carolina, 2006

Derek A. Zelmer, (Biology), Ph.D., Wake Forest University, 1998

Assistant Professors

April DeLaurier, (Biochemistry), Ph.D., University College of London, 2003.

Kristina M. Ramstad (Organismal Biology and Ecology), Ph.D., University of Montana, 2006

Virginia R. Shervette, (Wildlife and Fisheries Sciences), Ph.D., Texas A&M University, 2006

Jessica C. Sullivan, (Geological Science), Ph.D., University of South Carolina, 2015

Instructor

Kelly A. Gibson, (Marine Geology and Geophysics), Ph.D., University of Miami, 2012

Suchreet Mander (Cellular Biology/Anatomy), Ph.D.,Georgia Regents University, 2013

Laboratory Manager/Instructor

Bradley D. Reinhart (Environmental Toxicology), M.S., University of Georgia, 2003

Adjunct Faculty

Elizabeth A. Burgess (Microbiology), Ph.D., University of Georgia, 2009

J. Whitfield Gibbons (Zoology), Ph.D., Michigan State University, 1967

Carl Hammond-Beyer (Biology), M.S., Western Illinois University, 1989

Pam Steen (Biomedical Sciences), Ph.D., Medical College of Georgia, 2008

Frank H. Syms (Geology), Ph.D., University of South Carolina, 2002

Robert Van Pelt (Geology), Ph.D., City University of New York, 1990

Distinguished Professors Emeriti

Hugh G. Hanlin (Zoology), Ph.D., Oregon State University, 1980

William A. Pirkle (Geology), Ph.D., University of North Carolina, 1972

Jeffrey M. Priest (Zoology/Wildlife Ecology), Ph.D., Southern Illinois University, 1986

Harry E. Shealy, Jr. (Botany), Ph.D., University of South Carolina, 1972

Garriet W. Smith (Microbiology), Ph.D., Clemson University, 1981,

John D. Spooner (Entomology), Ph.D., University of Florida, 1964

John B. Westbrook (Zoology), Ph.D., University of Georgia 1972

Professor Emeritus

James R. Yates (Molecular Genetics), Ph.D., State University of New York at Albany, 1988

Senior Instructor Emerita

Karin L. Willoughby (Geology), M.S., Virginia Polytechnic Institute and State University, 1975

Department Mission Statement

The mission of the Department of Biology and Geology is to provide an engaging learning environment through excellence in teaching and active faculty and student scholarship. The Department's main purpose is to help students develop an understanding of the importance and application of the scientific method as it pertains to both the biological and geological sciences. This is accomplished through faculty/student interactions that reinforce the tenets of the scientific method and expose students to a diversity of discipline-specific problems and the means by which those problems are addressed.

Curricula

The Department offers a Bachelor of Science or Bachelor of Arts degree in biology, a minor in biology or geology, and up to three years of geology curriculum transferable to other undergraduate institutions. Additionally, the Department offers courses that support a number of other degrees and that satisfy the University's General Education Laboratory Science requirement. Students pursuing a biology degree must complete both general education and major requirements as listed in their specific program of study, as well as a minor or cognate. Biology majors may choose from a number of degree options, allowing each student, in consultation with an academic advisor, to tailor the degree to match individual interests. The biology degree culminates with a research-oriented capstone experience that provides students with a comprehensive overview of the methodologies of scientific research. To this end, the Department of Biology and Geology has a long history of providing students with the opportunity to integrade research experiences throughout their degree program. The Department offers a number of research courses that allow students to work closely with a faculty member in his/her research laboratory.

In addition to a traditional biology degree, The Department offers two Bachelor of Science degree concentrations: environmental remediation and restoration, which is designed for students who are interested in completing a curriculum with an environmental science focus, and molecular biology, which is designed for students who are interested in completing a curriculum that is focused on the molecular interactions that drive cellular/organism function. Each of these degree programs is designed to provide students with the background necessary to continue their education at the graduate level or to pursue a career related to the particular area.

Our Bachelor of Science degree in clinical laboratory science is designed to prepare students for an allied health career in a medical laboratory setting. Students choosing this degree program will complete coursework that satisfies both general education and major requirements. The major requirements for this program will prepare the student for the clinical training internships offered in collaboration with the University Health Care System in Augusta, GA. Students completing this degree will be prepared to sit for national certification examinations administered by the National Certifying Agency for Medical Laboratory Personnel (NCA) and the American Association of Clinical Pathologists (ASCP).

Departmental Goals

Students of biology and geology at USC Aiken are provided the opportunity to understand concepts, conduct research, communicate ideas, and accept responsibilities in scientific settings. Majors and non-majors

study the history, laws, principles, and theories of biological and/or geological sciences. By graduation, students of biology and geology will have:

1. Developed critical thinking skills,
2. Applied the Scientific Method,
3. Developed research skills,
4. Demonstrated an understanding of the history, terminology, principles, and unifying theories of the Biological and/or Geological sciences.

More information about the biology program's mission, goals, faculty research interests, student research opportunities, and advisement is presented in the *Department of Biology and Geology Student Handbook* available from faculty advisors or the Departmental Office. Also see our home page on the web at http://web.usca.edu/biology/index.dot .

Technological Literacy in Biology

To meet the requirement of computer competency, biology majors are required to successfully complete BIOL A121 and A122, Introductory Biology I and II; BIOL A350, Fundamental Genetics; BIOL A370, Ecology and Evolution; and BIOL A490, Senior Seminar, or BIOL A498.

Research and Teaching Facilities

The Department of Biology and Geology is housed in a modern, well-equipped building with attached greenhouses and research laboratories. The Department utilizes four additional teaching and research facilities representing diverse habitats: one located at the Highlands Biological Field Station, Highlands, N.C., a second located at the Gerace Research Center on San Salvador Island, Bahamas, W.I., a third at the Belle Baruch Marine Science Laboratory in Georgetown, S.C., and a fourth at the Savannah River Environmental Sciences Field Station, Savannah River Site, Aiken, S.C.

Curriculum

The Bachelor of Science and Bachelor of Arts degrees with a major in Biology consist of five categories of courses to total a minimum of 120 semester hours:

1. General Education
Knowledge of Human Cultures and the Physical and Natural World 32-34

2. General Education
Intellectual and Practical Skills 16-17

3. General Education
Personal and Social Responsibility 3

4. Courses in Major
(Biology Courses) 40-45

5. Cognate or Minor
(Upper level courses that support the major) 12-19

6. Elective Courses 2-17

Must be a minimum of 120 semester hours

It is the responsibility of each student to take the steps necessary to meet all requirements for the degree.

Cognate

The cognate consists of 12 semester hours of courses designed to support the biology major, and is generally distributed over multiple subjects/departments. The coursework required depends on the specific biology degree, either BA or BS, and is typically determined through consultation with the student's academic advisor. However, in general, the BS cognate is taken from chemistry, geology, and physics, while the BA cognate is taken from areas within the humanities or business.

Minor

A minor consists of approximately 18 semester hours of coursework in a single area and may be completed with either the BA or BS biology degree. The BS biology degree requires that the minor be taken from the College of Sciences, particularly Chemistry, Geology, Mathematics, or Psychology, while the BA biology degree allows students to complete a minor from either the Humanities or Business. The specific requirements are established by the department/school offering the minor program.

Undergraduate Research

The Department of Biology and Geology offers a series of independent study and research courses designed to build student skills and proficiency in critical thinking, decision making, interpretation of data and written and oral communication. Students may begin as Freshmen with BIOL A199 and continue through their Sophomore and Junior years with BIOL A299 and A399. The series culminates with a Senior Research course (BIOL A499). The Department also offers Special Topics courses (BIOL A598 and GEOL A398, A598) in response to student interest and faculty expertise. All majors are required to participate in our seminar series (BIOL A490/GEOL A490) prior to graduation.

Students interested in a major in Biology at USC Aiken may obtain a Bachelor of Science or a Bachelor of Arts degree. The requirements for each are given below.

Bachelor of Arts—Major in Biology

1. General Education Requirements 51-54

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 8
   Chemistry A111 and A112 (two labs)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1] 9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Literature, Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16-17

1. Critical Inquiry 1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
3. Oral Communication 3
   (COMM A201, COMM A241)
4. Math/Statistics/Logic 6-7
   MATH 122 or MATH 141 required; additional hours to be taken from mathematics/statitics/logic.

Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

5. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements on page 31

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements[2] 43-49

Biology A121, A122 8
Biology A350, A370 6
Biology A305.....3
Two Laboratory-designated courses at the 300-level 6-8
Two 500-level courses 6-8
Two additional courses at the 300-level or above..... 7-8
*BIOL A399 may be used for three hours of laboratory-designated credit
Biology A498 4
Major elective: one additional geology (not GEOL A201) or 300-level or above biology course..... 3-4

3. Cognate or Minor 12-18

BA Biology majors may choose a minor from either Business or the College of Arts, Humanities, and Social Sciences; those who choose a cognate should first consult with their academic advisor to determine the courses that would best satisfy this requirement.

4. Electives[3,4].....1-12

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see page 31.

[2] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, A350, and A370. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

[3] No more than three hours of activity courses may be counted as electives.

[4] Physics A201 and A202 are highly recommended electives and are required for admission into some professional schools.

Bachelor of Science—Major in Biology

1. General Education Requirements 51-54

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....8
Chemistry A111 and A112 (two labs)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1].....9
Communication (last two digits must be in 50s or 60s)
History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym)
Honors (HONS acronym)

B. Intellectual and Practical Skills 16-17

1. Critical Inquiry.....1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication.....3
(COMM A201, COMM A241)

4. Math/Statistics/Logic 6-7
MATH A122 or MATH A141required; additional hours to be taken from mathematics/statistics/logic.
Students should take math in their first year of enrollment at USC Aiken (unless they already completed general education requirements for math through concurrent enrollment, AP, etc.).

5. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements[2] 43-49

Biology A121, A122 8
Biology A350, A370 6
Biology A305.....3
Two Laboratory-designated courses at the 300-level 6-8
Two 500-level courses 6-8
Two additional courses at the 300-level or above..... 7-8
*BIOL A399 may be used for three hours of laboratory-designated credit
Major elective: one additional geology (not GEOL A201) or 300-level or above biology course..... 3-4
BIOL A490 **OR** GEOL A490 **AND** BIOL A499 **OR** GEOL A499 **OR** BIOL A498
Major elective: one additional geology (not GEOL A201) or 300-level or above biology course..... 3-4

3. Cognate or minor 12-18

B.S. Biology majors who choose to complete a minor must select from an available minor within the College of Sciences; those who choose a cognate may select from one of three cognate concentrations:

Option 1. Geology Concentration
Option 1 can be satisfied by upper level geology:
Three courses taken from the 300-, 400- or 500-level.....12
Students pursuing this cognate must first complete GEOL A101.

Option 2. Physics/Organic Chemistry Concentration
Option 2 can be satisfied by a combination of physics and organic chemistry; however if only one of each is taken, four additional hours may be obtained from upper-level chemistry, computer science, experimental psychology, geology, mathematics, or statistics.
Physics (A201, A202, or A211, A212) 4-8
Organic Chemistry (A331, A331L, A332, A332L) 4-8

Option 3. Geology/Organic Chemistry Concentration
Option 3 can be satisfied by a combination of geology and organic chemistry:
Environmental Geomorphology (GEOL A401) 4
Organic Chemistry (A331 and A331L) 4
Additional physical science (geology, chemistry, or physics) 4

4. Electives[3,4].....1-12

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.

[2] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, A350, and A370. No more than one D grade will be accepted in required biology courses. At least sixteen hours of the Biology Major Requirements must be completed at USC Aiken.

[3] No more than three hours of activity courses may be counted as electives.

[4] Physics A201 and A202 are highly recommended electives and are required for admission into some professional schools.

Bachelor of Science—Major in Biology with a Concentration in Environmental Remediation and Restoration

1. General Education Requirements 51-54

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 28.

1. Natural Sciences..... 8
   Chemistry A111 and A112 (two labs)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1]..... 9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16-17

1. Critical Inquiry..... 1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication..... 3
   (COMM A201, COMM A241)

4. Math/Statistics/Logic 6-7
   MATH A122 or MATH A141 required; additional hours to be taken mathematics/statistics./logic.
   Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on pages 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements[2] 43-47
Biology A121, A122 8
Biology A370, A390 6
Biology A335 4
Biology A305 3
Two laboratory-designated courses at the 300-level* 6-8
*BIOL A399 may be used for up to 3 hours of laboratory-designated credit.
One additional course at the 300-level or above 3-4
BIOL A576 (Two environmental science topics courses) 6
One of the following options 4
BIOL A490 **OR** GEOL A490 **AND** BIOL A499 **OR** GEOL A499
OR BIOL A498
Major elective: one additional geology (not GEOL A201) or 300-level or above biology course 3-4

3. Cognate for BS Biology with ERR Concentration 12
Organic Chemistry (A331 and A331L) 4
Geology 300 level or above 4
Additional upper level physical science (choose from Geology, Chemistry, or Physics) 4

4. Electives[3, 4] 9-12

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.
[2] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, and A370. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.
[3] No more than three hours of activity courses may be counted as electives.
[4] Physics A201 and A202 are highly recommended electives and are required for admission into some professional schools.

Bachelor of Science—Major in Biology with a Concentration in Molecular Biology

1. General Education Requirements 51-54

A. Knowledge of Human Cultures and the Physical and Natural World 32-34
At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 8
Chemistry A111 and A112 (two labs)
2. History of Civilization 3
(HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
Psychology, Sociology, Anthropology,
Economics, Political Science, Geography
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1] 9
Communication (last two digits must be in 50s or 60s)
History, Art History, Music History, Theatre History,
Literature, Philosophy (other than logic), Religion,
Selected Language courses,
Humanities (HSSI acronym)
Honors (HONS acronym)

B. Intellectual and Practical Skills 16-17

1. Critical Inquiry 1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc. Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication 3
(COMM A201, COMM A241)

4. Math/Statistics/Logic 6-7
MATH A122 or MATH A141 required; additional hours to be .... taken in mathematics/statistics./logic.
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

(Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship

service learning, faculty-mentored research, capstone.

2. Major Requirements[2] 46-47
Biology A121, A122 8
Biology A315 and A350 or A370 6
Biology A305 3
Biology A330 4
Biology A340 4
Biology A325 or A360 4
Biology A502 3
Biology A541 4
Biology A550 3

One laboratory designated course at the 300-level* 3-4
*BIOL A399 may be used for three hours of laboratory-designed credit
BIOL A490 or Geology A490 1
Biology A499 3

3. Cognate for BS Biology with Molecular Biology Concentration 12
Organic Chemistry (A331 and A331L) 4
Organic Chemistry (A332, A332L) 4
Physics A201 4

4. Electives[3, 4] 7-13

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.

[2] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, A315, and 3A50.. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

[3] No more than three hours of activity courses may be counted as electives.

Clinical Laboratory Science Program

Clinical laboratory scientists perform, develop, evaluate, and correlate and assure accuracy and validity of laboratory information; direct and supervise clinical laboratory resources and operations; and collaborate in the diagnosis and treatment of patients. The Bachelor of Science degree in Clinical Laboratory Science at the University of South Carolina Aiken is awarded upon successful completion of CLS curriculum and includes one year of clnical training which is delivered in collaboration with the University Health Care System in Augusta, GA. Students may complete the clinical component during their senior year as part of a 3+1 program. Alternately, a student may elect to complete the Molecular Biology concentration before applying for the year of clinical study (4+1 program).

Admission Requirements

Admission to the University of South Carolina is determined by standard admission requirements.

Admission to the CLS Program

Students should declare a major in Clinical Laboratory Science (CLS) early in their academic career to assure appropriate advisement. Enrollment in the CLS program is a two-step admission process that includes regular admission to USC Aiken and a separate competitive admission into the CLS clinical component. USC Aiken admission does not guarantee acceptance into the clinical program. Students may apply to the clinical program during the junior year upon successful completion of at least 60 hours in the CLS curriculum and must have a 2.75 or higher cumulative GPA. Space in the clinical component is limited to 12 students per year and participants will be chosen on a competitive basis by the CLS Admission committee.

Progression and Retention

Students must maintain a 2.75 or higher GPA to remain in the program. Students not meeting the minimum GPA requirement, or those who fail to gain admittance into a clinical program, may choose to complete the BS degree program in Molecular Biology concentration.

Transfer Credit

A Transfer Credit Summary will be prepared by the Office of the Registrar after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the major. The courses must meet the University requirements for transfer credit. The last 25% of credit must be earned in residence at USC Aiken.

Health Requirements

Students are required to meet health requirements of the University. Before students enter the clinical laboratory internship, they are required to:

1. Provide evidence of annual tuberculosis screening.
2. Provide evidence of immunity to specific diseases as required by University Health Care System.

Students are encouraged to carry accident and illness insurance.

Application for Licensure as a Clinical Laboratory Scientist

Students who successfully complete the clinical component of the degree may sit for certification as a Clinical Laboratory Scientist from the National Accrediting Agency for Clinical Laboratory Scientists.

Criminal Background Check

A criminal background check will be required.

Attendance Policy

Classroom attendance is expected. Attendance in the clinical component is required to pass the course. In the event of an unavoidable absence, the student must give prior notification to the clinical professor. An arrangement for missed/excused work is made at the discretion of the course coordinator.

Student Release Form

Students are required to sign a student release form. This form includes the following statements:

I hereby release the Department of Biology and Geology, the University of South Carolina Aiken, and the University Health Care System from responsibility for any injury or illness to me (and if pregnant, my unborn baby) during the clinical internship. I understand that risks do exist for me (and if pregnant, my unborn baby) while interning in the clinical laboratory and I do assume any and all risks involved.

Program of Study

Bachelor of Science in Clinical Laboratory Sciences

1. General Education Requirements 51-54

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 8
   Chemistry A111 and A112 (two labs)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1] 9
   Communication (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses,

Humanities (HSSI acronym)
Honors (HONS acronym)

B. Intellectual and Practical Skills 16-17

1. Critical Inquiry 1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree ..... programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102..... 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication..... 3
(COMM A201, COMM A241)

4. Math/Statistics/Logic 6-7
MATH A122 or MATH A141 required; additional hours to be .... taken from mathematics/statistics./logic.
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of prriority registration.

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on page 31.

D. Integrative Learning
While there are no specific course requirements in this category, students are strongly encouraged to include one or more integratitive earning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements[2, 3] 39
Biology A121, A122.....8
Biology A315, A350.....6
Biology A305.....3
Biology A330.....4
Biology A340.....4
Biology A360.....4
Biology A502.....3
Biology A541.....4
Biology A550.....3

3. Cognate 4
Chemistry A331/A331L.....4

4. Clinical Internship[4].....24
Biology A440.....12
Biology A450.....12

5. Electives.....1

Total hours required.....120

1. For a list of courses that will meet the Humanities General Education requirement, see pages 31.

2. Students must have a mimimum GPA of 2.0 in biology courses to graduate. In addition, a grade of C or better is required in Biology A121, A122, A350. No more than one D grade will be accepted in required biology courses.

3. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.
4. The clinical internship requires admission into the CLS Clinical Component. Students may not take additional coursework during the clinical internships.

Minor in Biology

Non-biology majors may choose to support their major by completing a minor in biology. Prerequisites for courses used toward the minor in Biology are Biological Science I and II (BIOL A121 and A122). The Biology Minor consists of a minimum of 15 hours at or above the 300-level. At least seven hours toward the Biology minor must be completed at USC

Minor in Geology

Majors in other disciplines may choose to support their major by completing a minor in geology. Geology 101 (Physical Geology) is the prerequisite for courses used toward a minor in geology. At least seven hours toward the Geology minor must be completed at USC Aiken.
The Geology Minor consists of a minimum of 15 hours drawn from the following:
GEOL A102 Historical Geology.....4
GEOL A311 Paleontology 4
GEOL A325 Depositional and Diagenetic Environments 4
GEOL A331 Structural Geology.....4
GEOL A335 Igneous and Metamorphic Environments.....4
GEOL A336 Introduction to Geophysics.....4
GEOL A398 Topics in Geology..... 1-4
GEOL A401 Environmental Geomorphology 4
GEOL A425 Coastal Field Geology 4
GEOL A431 Southern Appalachian Geology 4
GEOL A500 Field Geology 6
GEOL A570 Environmental Hydrogeology 3
GEOL A571 Environmental Hydrogeology Laboratory.....1
GEOL A598 Advanced Topics in Geology..... 1-4

Total hours required[1] 15
[1] All courses in the minor must be passed with a grade of C or better

BIS Concentration in Biology and Geology

A BIS program can be structured for students whose interests are in both biology and geology. Such a program may be particularly appropriate for students with interests in the study of the environment. Students should contact the Director of BIS or the chairperson of the Department of Biology and Geology for more details.

General Education Laboratory Requirement

It is Department policy that students not enroll in one-hour independent study experiences to complete General Education Lab Science requirements. Exceptions will not be granted.

Course Descriptions

Biology (BIOL)

BIOL A103 **Plant Science. (4)** Plant Science is designed to introduce non-biology majors to science and the scientific method through the concepts of botany. The significance of plants, plant development, physiology, genetics, evolution, and ecology will be considered. Three lecture hours and three lab hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL A200 may not earn credit for BIOL A103.

BIOL A104 **Human Biology. (4)** Human biology is designed to introduce non-biology majors to science and the scientific method through the concepts of human biology. Topics include an overview of human anatomy and physiology, immunity and disease, cancer biology, and genetics. Three lecture and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL A205 may not earn credit for BIOL A104.

BIOL A105 **Genetics and Society. (4)** Genetics and Society is designed to introduce non-biology majors to science and the scientific method through the concepts of genetics. Basic genetic principles emphasizing human heredity and the relevance of recent advances in genetics will be considered. Three lecture and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL A206 may not earn credit for BIOL A105.

BIOL A106 **Environmental Life Science. (4)** Environmental Life Science is designed to introduce non-biology majors to science and the scientific method through the concepts of ecology and environmental issues. Although the specific focus of each section may vary, all sections will address the basic biological and ecological principles that govern organismal and environmental interactions. Three lecture hours per week and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement.

BIOL A121 **Biological Science I. (4)** Biological principles and concepts through the cellular level of organization including evolutionary processes. This is one of two required introductory courses for biology majors and students in related disciplines. Three lecture and three laboratory hours per week. Students who earned credit for BIOL A101 may not earn credit for BIOL A121.

BIOL A122 **Biological Science II. (4)** Biological principles and concepts from the tissue through ecosystem levels of organization including evolutionary processes. This is one of two required introductory courses for biology majors and related disciplines. Three lecture and three laboratory hours per week. Students who earned credit for BIOL A102 may not earn credit for BIOL A122.

BIOL A199 **Biological Research I. (2)** (Prereq: departmental permission, four hours of biology credit). An independent study course in which students will conduct a literature review and write a proposal for a research project or conduct a preliminary research project. This course is intended for freshman or sophomore biology majors. To successfully complete this course, students must produce a written proposal for future research or a written or oral report of results. May not be used to meet general education requirements or for biology major credit. This course may be repeated for a maximum of four credits. Contract required.

BIOL A232 **Anatomy. (4)** A survey of human anatomy to include the development, histology, and gross anatomy of human systems with a laboratory emphasis on gross anatomy. The organizational structure and integration of human systems are stressed. Required of students in exercise science, nursing, and pre-pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week.

BIOL A242 **Physiology. (4)** (Prereq: BIOL A232 (Grades of C or better in CHEM A101 or A111) A survey course that encompasses all major organ systems of the human body. All explanations begin at the cellular level and include the biochemical mechanisms at this level. Therefore, a basic understanding of biology and chemistry is required. Knowledge of anatomy is necessary for successful completion of this course. Required of students in nursing and pre-pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week.

BIOL A243 **Human Anatomy and Physiology I** (4) (Co-req: CHEM A101 or A111). Functional anatomy and physiology of the human body, including basic cellular functions, tissue organization, integumentary, skeletal, muscular, and nervous systems. The laboratory will introduce the student to the principles of anatomy and physiology as demonstrated by microscopic studies, animal dissections, and physiological experiments.

BIOL A244 **Human Anatomy and Physiology II** (4) Prereq: Grades of C or better BIOL A243 and CHEM A101 or A111). Functional anatomy and physiology of the human body, including the cardiovascular, respiratory, endocrine, digestive, urinary,and reproductive systems. The laboratory will introduce the student to the principles of anatomy and physiology as demonstrated by miscroscopic studies, animal dissections, and physiological experiments.

BIOL A250 **Microbiology. (4)** (Prereq: (Grades of C or better in BIOL A243 and A244 or EXSC A223 and CHEM A101) An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Three lecture and three laboratory hours per week. Not available for biology major credit.

BIOL A299 **Biological Research II. (2)** (Prereq: departmental permission, eight hours of biology credit). An independent study course in which students will propose and complete a research project. This course is intended for sophomore or junior biology majors. In order to successfully complete this course, students must: actively participate in lab or field activities (to include regular meetings with their mentor) and produce a written or oral report of results. May not be used to meet general education requirements or for biology major credit. This course may be repeated for a maximum of four credits. Contract required.

BIOL A302 **Cell and Molecular Biology. (4)** (Prereq: Grades of C or better in BIOL A121 and A122 and CHEM A111.) Principles of prokaryotic and eukaryotic cell structure, molecular organization, and physiology. Genome organization and expression. Cell growth, division, and cell-cell interactions. Three lecture and three lab hours per week.

BIOL A305 **Elementary Biostatistics. (3)** (Prereq: Grades of C or better in MATH A108, and BIOL A121 or A122) An introduction to fundamental statistical methods as they apply to the biological and life sciences. Topics covered include experimental design, descriptive statistics, probability, one-and two-sample models for population

means, analysis of frequencies, correlation, linear regression, ANOVA, and Monte Carlo approaches to hypothesis testing.

BIOL A315 **Comparative Vertebrate Anatomy. (3)** (Prereq: Grades of C or better in BIOL A121 and A122) Phylogenetic and comparative aspects of anatomy and embryology. Three lecture and three laboratory hours per week.

BIOL A316 **Vertebrate Zoology. (4)** (Prereq: Grades of C or better in BIOL A121 and A122) Morphology, systematics, evolution, life history, distribution, and ecology of vertebrates. Laboratory study will emphasize native species. Field trips and collections required. Three lecture and three laboratory hours per week.

BIOL A320 **Principles of Botany. (4)** (Prereq: Grades of C or better in BIOL A121 and A122) A survey of extant plant phyla including structure, physiology, development, evolution, and ecology. Three lecture and three laboratory hours per week.

BIOL A325 **Plant Physiology. (4)** (Prereq: Grades of C or better in BIOL A121 and A122; prereq or coreq: CHEM A112). Principles of plant physiology with an emphasis on higher plants. Topics include water balance, mineral nutrition, and growth and development responses to hormones, light, and stress. Three lecture and three laboratory hours per week.

BIOL A330 **Fundamentals of Microbiology. (4)** (Prereq: Grades of C or better in BIOL A121 and A122 and CHEM A111). An introduction to the Bacterial and Archeal Domains, emphasizing phylogenetics, metabolic diversity, genetic regulation, and physiological activities. Discussion of signal transduction pathways, genetic transfer mechanisms, symbiosis, and the ecological significance of these processes. Three lecture hours and three laboratory hours per week.

BIOL A335 **Microbial Ecology. (4)** (Prereq: Grades of C or better in BIOL A330 or A370 or departmental permission) Microbial Ecology will introduce students to ecological principles as they apply to microorganisms, as well as evolution, biochemical communication, and other factors related to how microorganisms adjust and modify their environment. Examples of symbiosis and other evolutionary mechanisms will be considered in the context of infectious disease. Three lecture hours and three laboratory hours per week.

BIOL A336 **Biology of Fishes. (4)** (Prereq: Grades of C or better in BIOL A121 and A122) Overview of biology, evolution, ecology, and conservation of fishes including aspects of systematics, distribution, morphology, life history, and behavior with special emphasis on freshwater and marine species of the Southeastern U.S. Field trips and collections required. Three lecture and three laboratory hours per week.

BIOL A340 **Virology. (4)** (Prereq: Grades of C or better in BIOL A121 and A122) Basic virologic concepts including viral diseases, virus-cell interactions, and patterns of viral replication. The course will primarily cover those viruses involved in human disease. Three lecture and three laboratory hours per week.

BIOL A350 **Fundamental Genetics I. (3)** (Prereq: Grades of C or better in BIOL A121 and A122) Principles of transmission and molecular genetics; quantitative inheritance; recombination; biochemical aspects of gene function and regulation; development and population genetics. Examples drawn from microorganisms, plants, animals, and man. Three lecture and three laboratory hours per week.

BIOL A360 **Animal Physiology. (4)** (Prereq: Grades of C or better in BIOL A121 and A122, CHEM A111) Cellular, systemic, and organismal principles with a significant emphasis upon comparative aspects of animal physiology. Three lecture and three laboratory hours per week.

BIOL A365 **Animal Nutrition. (3)** (Prereq: Grades of C or better in BIOL A121 and A122) Basic concepts of companion animal nutrition including a survey of the primary macromolecules, vitamins and minerals; comparative anatomy and physiology of metabolic, digestive and urinary systems; analysis and comparison of commercially available feeds; nutrient requirements for specific animal species and life stages. Three lecture hours per week.

BIOL A366 **Animal Behavior. (4)** (Prereq: Grades of C or better in BIOL A121 and A122 or better or departmental permission) An introduction to the mechanistic and evolutionary components of animal behavior including the nervous system, sensory systems, hormones, and genetics as well as a survey of general behaviors such as habitat selection, feeding, mating, communication, and aggression. One Saturday field trip required. Three lecture and three laboratory hours per week.

BIOL A367 **Neurobiology (4)** (Prereq: Grades of C or better in BIOL A121 and A122 or departmental permission) An introduction to the structure and function of the human nervous system to include basic neuroanatomy, neurophysiology, and interaction/cooperation between systems. Emphasis will be placed on cellular processes and communication. The lab will focus on brain dissection and eletrophysiological demonstrations/student designed experiments. Three lecture and three lab hours per week.

BIOL A370 **Ecology and Evolution. (3)** (Prereq: Grades of C or better in BIOL A121 and A122 and MATH A111 or MATH A122 or A141) Introduction to the theory of ecological interactions, population biology, evolutionary processes, and adaptive strategies of organisms. Three lecture and three laboratory hours per week.

BIOL A381 **Tropical Marine Biology. (3)** (Prereq: Grades of C or better in BIOL A370 or departmental permission) The objective of this course is to provide an overview of tropical marines ecosystems and their biological communities with a special focus on coral reefs and coral reef organisms. There will be a strong emphais on systematics, taxonomy, and the ecology of dominant taxa and species. Each day will consist of lectures and trips to the field. A large portion of the time in the field will be spent snorkeling on near-shore patch reefs and surveying coastal and inland environments. Course is taught at a field station in the tropics. Special permission required. Additional fees assessed for travel and field station use. Students may count only BIOL A381 or BIOL A575 Topics in Ecology: Ecology of the Behamas for major credit in Biology. Students who earned credit for BIOL A581 may not earn credit for BIOL A381.

BIOL A390 **Environmental Science and Human Health. (3)** (Prereq: Grades of C or better in BIOL A121 and A122 and CHEM A111) A focus on the interactions between humans and the environment. Course provides information on environmental quality and the impact of envirionmental degradation on human health, wildlife, and other bioreceptors in aquatic and terrestrial ecosystems. The course will addess environmental stressors and pollution, their sources in the environment, their modes of transport and transformation, and their

ecological and human health effects. Three lecture and three laboratory hours per week.

BIOL A398 **Special Topics (Biology). (3-4)** (Prereq: C or better in BIOL A121 and A122) Selected topics in biology not covered in existing 300-level courses. Laboratory and field experiences may be included if appropriate.

BIOL A399 **Biological Research III. (3)** (Prereq: departmental permission, 12 hours of biology credit) An independent study course in which students will propose and complete a research project. This course is intended for junior or senior biology majors. In order to successfully complete this course students must: actively participate in lab or field activities (to include regular meetings with their mentor), produce a written or oral report of results, and prepare a formal proposal for their Senior Research project (unless taken after completion of the Senior Research requirement). This course may be repeated for a maximum of 6 hours of credit, three of which may be used towards the biology major. Contract required.

BIOL A440 **Medical Technology Internship I.** (12) (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Science Program or equivalent; admission to the clinical program) A 24-week didactic internship under the direction of hospital instructional staff. Coursework will include Urinalysis and Body Fluid Analysis, Phlebotomy, Clinical Chemistry and Toxicology, Hematology/Coagulation, Microbiology including bacteriology, mycology, parasitology, and virology, Immunohematology, and Laboratory Leadership Management.

BIOL A450 **Medical Technology Internship II.** (12) (Prereq: Completion of BIOL A440; positive recommendation from Program Director) A continuation of the clinical internship for the Clinical Laboratory Science program. This internship consists of 24 weeks of clinical training under the direction of instructors at University Hospital (University Health Care System). Clinical training will include Microbiology, Clinical Hematology, Clinical Chemistry, Blood Banking, Urinalysis and Body Fluid Analysis, Serology, Histology, Phlebotomy, and Laboratory Leadership and Management.

BIOL A490 **Senior Seminar. (1)** (Prereq: Senior status) A seminar series designed to introduce students to current research in biology and geology through weekly seminars by faculty, visiting scientists, and USC Aiken biology majors. This course must be taken as a co-requisite with departmental capstone courses, BIOL A499 or GEOL A499. Students enrolled in Senior Seminar will be expected to pose a question of scientific significance and prepare a research proposal describing an appropriate experimental design to answer the question. Research proposals will be evaluated based on the student's ability to answer the question, propose pertinent experiments to test the question, and to make proper use of the scientific literature. The course will culminate in student oral presentations of work conducted in the capstone course.

BIOL A498 **Research Design, Implementation, and Analysis. (4)** (Prereq: Senior status) A capstone experience designed to provide a comprehensive overview of the methodologies of biological research with emphasis on hypothesis formation, experimental design, data analysis, and interpretation through reviews of the scientific literature. Students will learn and practice techniques for data calculation, analysis, and presentation. Class times will also be dedicated to the development of the skills necessary to present scientific results to a wider audience through discussion of techniques observed in the departmental seminars. Three lecture hours per week and attendance at Friday departmental seminars.

BIOL A499 **Applied Biological Research Design, Implementation and Analysis. (3)** (Prereq: departmental permission; and senior status; Coreq: BIOL A490 or GEOL A490). A capstone experience designed to introduce students to the planning and execution of research and the presentation of research findings. Students will work directly with a faculty member to develop and carry out a research project of biological significance. Enrollment in this course requires an independent study contract and must be taken along with BIOL/GEOL A490 Senior Seminar. BIOL A499 is specifically designed for those who show a desire to conduct biological research. Minimum time requirement: one conference and five laboratory or field hours per week.

BIOL A502 **Eukaryotic Cellular and Molecular Biology (3)** (Prereq: BIOL A350 or A360 with C or better or departmental permission). A discussion of eukaryotic cell function associated with gene expression, protein processing, and signal transduction. Major topics include DNA replication and repair, eukaryotic gene structure and expression, RNA synthesis and processing, protein synthesis and processing, and cell signaling. Three lecture hours per week.

BIOL A510 **Developmental Biology. (04)** (Prereq: BIOL A350) Introduction to the cellular, genetic, molecular, and morphological processes underlying development of invertegrates and vertebrates from gamete production to zygote, embryological, and fetal stages. The course will also explore processees of organ formation, metamorphosis, and post-natal regeneration. The lab component involves experimental manipulation of a range of embryonic organisms. The course will include an independent project using zebrafish embryos which will involve data collection and will culminate in a written report with an oral presentation. Three lecture and three laboratory hours per week.

BIOL A516 **Herpetology. (4)** (Prereq: BIOL A316 with a C or better or departmental permission) Systematics, distribution, morphology, life history, behavior, ecology, and current literature of amphibians and reptiles with special emphasis on South Carolina species. Field trips and collections required. Three lecture and three laboratory hours per week.

BIOL A525 **Conservation Biology. (3)** (Prereq: Grade of C or better BIOL A370 or departmental permission) This course is designed to introduce students to the ways in which principles of the natural sciences and social issues are synthesized into conservation biology. Faculty and students will discuss how conservation biology can be used to conserve and protect biological diversity. The focus will be primarily on the biological issues, within the context of social, legal, or political considerations through which conservation programs are implemented. The intent of this course is to demonstrate how the tools of natural scientists like biologists, ecologists, and systematists can be applied to the solution of some practical problems in conservation biology.

BIOL A528 **Seasonal Flora. (4)** (Prereq: Grade of C or better in BIOL A320 or departmental permission) Introduction to vascular plant systematics with emphasis on field identification and collection of flora native to South Carolina. Will concentrate on the prevailing flora at the time of the year the course is taught. Seasonal Flora is normally offered in Maymester.

BIOL A531 **Parasitology. (4)** (Prereq: Grade of C or better BIOL A370 or departmental permission) A survey of the major parasite taxa, the evolutionary relationships

among them, and the ecological and evolutionary consequences of utilizing other organisms as habitat. The laboratory portion of the course focuses on the collection, preservation, and identification of parasitic organisms, culminating in development of a parasite collection by each student. Field trips required. Three lecture and three laboratory hours per week.

BIOL A540 **Cancer Biology. (3)** (Prereq: Grade of C or better in BIOL A350 or BIOL A360 or departmental permisson) Regulation and events involved in signal transduction, cell division, and oncogenesis. These mechanisms underlie current understanding of the onset and maintenance of cancer in humans. Three lecture hours per week.

BIOL A541 **Principles of Biochemistry. (3)** (Prereq: Grades of C or better in CHEM A331, BIOL A121, and BIOL A122 or departmental permission) A survey of the fundamental principles of biochemistry. The topics covered include: cellular chemistry, amino acid structure and chemistry, protein structure, carbohydrate chemistry, enzyme kinetics, and enzyme inhibition. Three lecture hours and three laboratory hours per week.

BIOL A542 **Principles of Biochemistry II. (3)** (Prereq:Grade of C or better in BIOL A541 or departmental permission) Advanced principles of biochemistry including specific enzymatic mechanisms (e.g., dehydrogenases, kinases, carboxylases), biochemical regulation (e.g., function of dinucleotides, metals, and other coenzymes, specific feedback mechanisms, induction of enzyme activity), and electron transport (e.g., diversity of electron donors involved in electron transfer mechanisms). Three lecture hours per week.

BIOL A550 **Immunology. (3)** (Prereq: Grade of C or better in BIOL A350 or A360 or departmental permission) Basic immunological concepts including hematopoiesis; immunoglobulin structure, function, and genetics; antigen processing and presentation; cellular immunology; hypersensitivity; immune responses to disease; and vaccines. Three lecture hours per week.

BIOL A560 **Aquatic Biology. (4)** (Prereq: Grade of C or better in BIOL A370) An examination of the physical and chemical characteristics of freshwater habitats and the ecology of freshwater organisms. The laboratory portion of the course will focus on collection of aquatic organisms and quantification of relevant habitat characteristics. Field trips required. Three lecture and three laboratory hours per week.

BIOL A570 **Principles of Ecology. (4)** (Prereq: Grade of C or better in BIOL A370 with a C or better, statistics) Interactions between organisms and the environment; ecosystem structure and function; sampling techniques, and data analysis. Three lecture and three laboratory hours per week.

BIOL A575 **Topics in Ecology. (3-4)** (Prereq: Grade of C or better in BIOL A370) Any of the courses listed below are offered only if student interest is sufficient. Courses are not part of the Department's standard course sequence. Courses include Ecology of the Bahamas, Ecology of the Southern Appalachians, Forest Ecology, Marine Ecology, and Wetlands Ecology. Students may count only BIOL A380 or BIOL A575 Topics in Ecology: Ecology of the Bahamas for major credit in biology. Credit awarded for successful completion is dependent on the course offered: four credit hours accompany courses with a laboratory component.

BIOL A576 **Topics in Environmental Science. (3)** (Prereq: Grade of C or better in BIOL A390 or departmental permission). Selected topics in environmental science; courses are intended to provide specific instructions/training in the areas of environmental remediation and restoration. Topics include Environmental Remediation, Toxicology and Risk Assessment, Restoration Ecology, and other topics not covered in existing courses. Three lecture hours per week.

BIOL A583 **Pathology of Coastal Organisms. (3)** (Prereq: Grade of C or better BIOL A330 or departmental permission) Course will be concerned with known and suspected coastal invertebrate diseases. Emphasis will be placed on techniques involved with the identification, pathogenesis, microbiology, and ecology of the pathogens, and the ecological significance of stress and disease occurrence. Particular consideration will be given to diseases of coral reef organisms. Basic principles regarding coral reef biology and marine microbiology also will be covered. Course will consist of lectures, field trips, and evening laboratories. Course will be taught at a field station in the tropics. Special permission required. Additional fees assessed for travel and by the field station.

BIOL A598 **Advanced Special Topics: (Biology). (3-4)** (Prereq: Grades of C or better in BIOL A300-level courses specific to the topic or departmental permissions) Selected topics in biology not covered in existing 500-level courses. Laboratory and field experiences may be included if appropriate.

Geology (GEOL)

GEOL A101 **Physical Geology. (4)** The study of the earth's surface and internal processes and resulting rock products. Plate tectonics and the rock cycle will be used as integrating paradigms for observations of current earth processes. Uniformitarianism will be introduced as a means to interpret past earth history based on the distribution of rock products. Three lectures and three laboratory hours per week.

GEOL A102 **Historical Geology. (4)** The interpretation of earth's history and the history of life through time by application of the principle of uniformitarianism and the laws of stratigraphy. Attention is focused on changes in atmostphere, climate, biosphere, and tectonic style over time. Three lectures and three laboratory hours per week.

GEOL A103 **Environmental Earth Science. (4)** Analysis of the basic energy cycles of the earth. The interaction of human activity with earth processes to affect the environment. Three lectures and three laboratory hours per week.

GEOL A199 **Geological Research I.** (1-3) (Prereq: Consent of Instructor, four hours of geology credit) An independent study course in which students will conduct a literature review and write a proposal for a research project or conduct a preliminary research project. This course is intended for freshman or sophomore students interested in geological research. GEOL A199 may be repeated for a maximum of four credits. Contract required.

GEOL A201 **Integrated Earth Science. (4)** A survey of major earth systems. internal geologic processes; surface geologic processes; geologic time; atmosphere, weather and climate; ocean circulation patterns; the earth in the context of the solar system and the universe. Not intended for students who major in the sciences. Three lecture and three laboratory hours per week.

GEOL A299 **Geological Research II.** (1-2) (Prereq: Consent of Instructor, eight hours of geology credit.) An independent study course in which students will propose and complete a research project. This course is intended for sophomore or junior students interested in geological

research. In order to complete this course successfully, students must actively participate in lab, field activities (to include regular meetings with their mentor), and produce a written or oral report of results. This course may be repeated for a maximum of four credits. Contract required.

GEOL A311 **Paleontology. (4)** (Prereq: Grade of C or better in GEOL A102 or departmental permission)Major principles and techniques in paleontology including, but not limited to, the use of the fossil record in understanding evolutionary relationships and processes, reconstructing the paleoenvironment, paleoclimate, and biostratigraphy. Three lecture and three laboratory hours per week, with a laboratory focus on invertebrates. Required field trips outside of the listed laboratory time will be posted in the "Schedule of Classes."

GEOL A325 **Depositional and Diagenetic Environments. (4)** (Prereq: Grade of C or better in GEOL A101) A survey of the mineralogy and petrology, spatial and temporal frameworks, and sequence stratigraphy of sedimentary environments emphasizing sedimentary basins. Includes coverage of deposition and diagenesis: cements, mineralization, and the development of porosity and permeability. 3 lecture and 3 laboratory hours per week. Required field trips.

GEOL A331 **Structural Geology. (4)** (Prereq: Grade of C or better in GEOL A101 and a grade of C or better in MATH A122 or A141) Deformation of the earth, stress, strain, elastic behavior, brittle and ductile deformation, geology and mechanics of simple geologic structures, selected orogenic belts. Three hour lecture and three laboratory hours per week. Occasional field trips.

GEOL A335 **Igneous and Meamorphic Environments. (4)** (Prereq: Grade of C or better in GEOL A101 and a grade of C or better in CHEM A111) A survey of the minerology and petrology of igneous and metamorphic rocks emphasizing plate and tectonic settings. The temporal and spatial frameworks of metamorphic and igneous activity at plate margins will be covered as well as crystal chemistry, magma genesis, and P-T-t paths. 3 lecture and 3 laboratory hours per week. Required field trips.

GEOL A336 **Introduction to Geophysics. (4)** (Prereq: Grade of C or better in MATH A142, a grade of C or better in GEOL A101, and a grade of C or better in PHYS A201 or PHYS A211) Structure and dynamics of the solid earth; fundamentals of plate tectonics, geodesy, gravity, seismology, geochronology, and thermal studies. Includes laboratory.

GEOL A363 **Geographic Information Systems (GIS) in the Sciences. (4)** (Prereq: Grade of C or better in GEOL A101, A103, or A401) Introduction to Geographic Information Systems. This course provides and overview of key elements of GIS including, but not limited to , the development and application of modern GIS, spatial data types and structures, GPA and satellite mapping, map projections and coordinate systems, GIS data acquisition and quality control, spatial analysis, and career options for GIS professionals. Course topics are supplemented with hands-on activities using ESRI's ArcGIS software environment.

GEOL A398 **Topics in Geology (1-4)** (Specified prereq. or departmental permission) Selected topics in the Geological Sciences. Laboratory and field experiences may be included where appropriate.

GEOL A399 **Independent Study. (1-4)** (Prereq: departmental permission)

GEOL A401 **Environmental Geomorphology. (4)** (Preq: Grade C or better in GEOL A101, GEOL A103, or GEOL A201) Overview of earth surface processes and the forces that move mass throughout the landscape to give rise to present and past topography. Time scales of interest range from fractions of seconds to eons, and spatial scales of interest range from millimeters to hundredds of kilometers. Analysis of key concepts in geomorpholoy including, but not limited to, soils, weathering, groundwater, surface water hydrology, sediment transport, river systems, and coastal processes. Lab emphasizes observation of surface processes in the field through measurement and analysis. Field trips required.

GEOL A425 **Coastal Field Geology. (4)** (Prereq: Grade of C or better in GEOL A101 or GEOL A201) Investigation of the primary structures and geomorphology of the Holocene and Pleistocene shorelines of selected sites through a series of field trips and lectures. Additionally, aspects of Paleogene stratigraphy, neotectonics, and human interaction with the coast will be reviewed. Classwork will be conducted in the field. Requires seven nights camping during Maymester or five nights over Spring Break. Special fee assessed at registration covers lodging and transportation on the trips.

GEOL A431 **Southern Appalachian Geology. (4)** (Prereq: Grade of C or better in GEOL 101) The stratigraphic, structural, magmatic, and metamorphic features of the Southern Appalachian origin, studied through the readings in the literature and outcrop observation. Requires one weekend field trip and a five-day field trip over Spring Break. Special Fee assessed at registration covers lodging and transportation on the trips.

GEOL A490 **Senior Seminar. (1)** (Prereq: Senior status) A seminar series designed to introduce students to current research in biology and geology through weekly seminars by faculty, visiting scientists, and USC Aiken biology majors. This course must be taken as a co-requisite with departmental capstone courses, BIOL A499 or GEOL A499. Students enrolled in Senior Seminar will be expected to pose a question of scientific significance and prepare a research proposal describing an appropriate experimental design to answer the question. Research proposals will be evaluated based on the student's ability to discuss the question, propose pertinent experiments to test the question, and to make proper use of the scientific literature. The course will culminate in student oral presentations of work conducted in the capstone course.

GEOL A499 **Geology Capstone.** (3) (Prereq: departmental permission; 12 hours of geology courses) (Coreq: BIOL A490 or GEOL A490) A capstone experience designed to introduce students to the planning and execution of research and the presentation of research findings. Students will work directly with a faculty member to develop and carry out a research project of geological significance. Enrollment in this course requires an independent study contract. GEOL A499 is specifically designed for those who show an aptitude and a desire to conduct geological research. Minimum time requirement: one conference and five laboratory or field hours per week.

GEOL A500 **Field Geology. (6)** (Prereq: 16 hours in geology, not including GEOL A103, or A201 with a grade of C or better; departmental permission) Geological field techniques including the use of field instruments and preparation of geologic maps and cross sections. Supervised geologic investigations of a local area. Written final report required.

GEOL A500 **Field Geology. (6)** (Prereq: 16 hours in geology, not including GEOL A103, or A201 with a grade of C or better; departmental permission) Geological field techniques including the use of field instruments and preparation of geologic maps and cross sections. Supervised geologic investigations of a local area. Written final report required.

GEOL A570 **Environmental Hydrogeology. (3)** (Prereq: Grades of C or better in GEOL A101 and MATH A122 or MATH A141 or departmental permission) Environmental consideration of the hydrologic cycle, occurrence, and movement of ground water, aquifer analysis and water well emplacement and construction. Water quality, pollution parameters, and the geochemistry of selected natural water systems. The effects of environmental problems, waste disposal, and water development upon the aqueous geochemical regime. Occasional field trips. (Laboratory GEOL A571 is optional).

GEOL A571 **Environmental Hydrogeology Laboratory. (1)** (Coreq: GEOL A570) Laboratory to accompany Environmental Hydrogeology (GEOL A570).

GEOL A598 **Advanced Topics in Geology. (1-4)** (Prereq: specified prerequisites, or departmental permission) An in-depth study of highly specialized geological topics not covered in detail in existing courses.

Department Of Chemistry and Physics

Chad L. Leverette, Department Chair

Professors

Monty L. Fetterolf (Physical Chemistry), Ph.D., University of California at Santa Barbara, 1987, *Endowed Chair in Sciences*
Chad L. Leverette (Analytical Chemistry), Ph.D., University of Georgia, 2000, *Carolina Trustee Professor*
Daren J. Timmons (Inorganic Chemistry), Ph.D., Texas A&M University, 1999

Associate Professors

C. Nathan Hancock (Biochemistry), Ph.D., University of Missouri – Columbia, 2005
Gerard Rowe (Inorganic Chemistry), Ph.D., Boston University, 2008

Assistant Professors

Nicholas Marshall (Materials Chemistry), Ph.D., University of Georgia, 2010
Kenneth Roberts (Biochemistry), Ph.D., Washington State University, 2009
Douglas W. White (Physics), Ph.D., University of Alabama-Birmingham, 2010

Senior Instructors

Susan Glenn (Analytical Chemistry), Ph.D., University of South Carolina, 2001
Neil Miller (Physics), M.S., Clemson University, 1993

Laboratory Manager

Melissa Stoudemayer (Analytical Chemistry), Ph.D., University of Georgia, 2014

Adjunct Faculty

Cathy L. Cobb (Physical Chemistry), Ph.D., University of California at Santa Barbara, 1987
Gary Mills (Chemical Oceanography), Ph.D., University of Rhode Island, 1981
James C. Nicholson (Materials Science/Engineering), Ph.D., Louisiana Tech University, 2015
Ronald J. Ruszczyk (Chemistry), Ph.D., State University of New York at Buffalo, 1985
Christopher Stoudemayer (Chemistry), B.S., University of South Carolina Aiken, 2003
Patrick Ward (Chemistry), Ph.D., University of Tennessee, 2013
Aaron Washington (Chemistry), Ph.D., Florida State University, 2009

University Affiliates

Jack G. Goldsmith (Analytical Chemistry), Ph.D., University of North Carolina at Chapel Hill, 1994
Ann Willbrand (Organic Chemistry), Ph.D., Florida State University, 1981

Distinguished Professor Emeritus

Henry S. Gurr (Physics), Ph.D., Case Western Reserve University, 1966

Professor Emeritus

Stelios Kapranidis (Mathematics, Computer Science, and Physics), Ph.D., University of Washington, 1981
Kutty Pariyadath (Inorganic Chemistry), Ph.D., State University of New York at Stony Brook, 1977

Department Mission Statement

The Department of Chemistry and Physics strives to offer curricula of high academic quality, to foster an environment supportive of scholarly activity, to provide service courses for the general education of undergraduate students, and to serve as a resource for the community. To this end, the department offers a B.S. degree nationally approved by the American Chemical Society (ACS) with a major in chemistry, ACS nationally approved B.S. degrees with a major in chemistry and concentrations in biochemistry and engineering, a minor in chemistry, and courses that may be used to satisfy the chemistry and physics requirements that are stipulated by other degrees, or to satisfy the general education requirements in science.

Curricula

The Department of Chemistry and Physics offers a baccalaureate degree with a major in chemistry. Students must complete a set of courses that fulfill the general education requirements, a set of courses that comprise the major, a set of courses that comprise the cognate, and several hours of elective courses. It is the responsibility of each student to see to it that all requirements for the degree are completed. Students will be assisted in course selection by their major advisor. To receive an ACS approved B.S. degree with a major in chemistry, a student must take at minimum the last twelve hours of chemistry courses at USC Aiken. The senior research course, CHEM A499, must be included in the last twelve hours.

The cognate is intended to support the course work in the major and must be selected with the approval of the advisor. The cognate differs from a minor in that the courses are 300-level or above and may be distributed over more than one subject area. There are also department-approved 200-level courses that count for cognate. They are as follows: BIOL A244--Anatomy and Physiology II, BIOL A250--Microbiology, PHYS A212--Essentials of Physics II, Math A241--Calculus III, MATH A242--Ordinary Differential Equations, ENCP A200--Statics, ENCP A210--Dynamics, ENCP A260--Introduction to the Mechanics of Solids, ENCP A290--Thermodynamic Fundamentals, and ELCT A221--Circuits.

For more information, see the USC Aiken Chemistry and Physics Department website at: http://www.usca.edu/chemistry.

Technological Literacy in Chemistry

To meet the requirement of computer competency, chemistry majors are required to successfully complete CHEM A310, Introduction to Chemical Research Methods.

Advisement Options

A chemistry major, in consultation with his/her adviser, may take appropriate courses in biology and geology and thus obtain a strong background in environmental science.

The curriculum of the chemistry degree along with selected courses in biology will prepare a student for admission to medical, dental, or veterinary

school. In addition, the baccalaureate degree in chemistry with a concentration in biochemistry is designed for students interested in completing a curriculum with a biochemistry focus. This degree option is designed to provide students with the background necessary to continue their education at the graduate level in biochemistry or medicine or to pursue a career related to biochemistry. The baccalaureate degree in chemistry with a concentration in engineering is designed for students interested in working in the chemical industry or those pursuing graduate work in engineering.

A student wishing to become certified to teach chemistry at the secondary school level may select the Bachelor of Science in Education – Major in Secondary Education (Area of Concentration in Chemistry) through the School of Education. Upon completion of this degree, the student will also have completed the Bachelor of Science with a major in chemistry.

Bachelor of Science—Major in Chemistry (ACS approved)

Requirements for the chemistry major are listed below. For a chemistry major, a grade of C or better is required in all chemistry courses counting towards the degree.

1. General Education Requirements 57-59

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....12
   (PHYS A211 and A212 or PHYS A201 and A202; BIOL A121)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   Any two (2) semesters of the same language required.
5. Humanities (at least two areas)[1].....9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Literature, Philosophy (other than logic), Religion,
   Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 18

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
3. Oral Communication.....3
   (COMM A201 or COMM A241)
4. Math 8
   (MATH A141 and A142)
   Chemistry students should take math in their first semester of enrollment at USC Aiken unless they have already completed the requirements for math through concurrent enrollment, AP, etc.
5. Satisfactory completion of Writing Proficiency Requirement. For more information, see Writing Proficiency Portfolio on page 32.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major. For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on pages .. 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements[2,3,4].....44-45

Introductory Courses - CHEM A111 and A112
Foundation Courses - CHEM A310, A311, A311L, A321, A321L, A331, A331L, A541, A541L
In-Depth Courses - CHEM A332, A332L, A499[5], A542, A542L, and two of the three following courses[4]:CHEM A511, A522, A550.

3. Cognate[6]

Principles of Biochemistry (BIOL A541).....4
Any approved cognate courses [6].....7

4. Electives[7].....5-8

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.

[2] A grade of C or higher is required in all chemistry courses counting toward the degree.

[3] A maximum of 48 hours of chemistry courses can be applied toward graduation.

[4] The preferred senior courses for students pursuing a career in industry are CHEM A522 and either CHEM A511 or CHEM A550.

[5] Completion of a thesis and seminar on the research project are required for graduation. The graduation requirement is 3 credit hours. Typically, students take 4 credit hours of CHEM A499--2 credit hours in the fall semester and 2 credit hours in the spring semester. Each credit hour equates to 3-4 actual hours in the laboratory each week of the semester.

[6] A grade of C or better is required for BIOL A541. The cognate is intended to support the course work in the major and must be selected with the approval of the advisor. The cognate differs from the minor in that the courses are 300-level or above and may be distributed over more than one subject area. They are as follows: BIOL A244--Anatomy and Physiology II, BIOL A250--Microbiology, PHYS A212--Essentials of Physics II, MATH A241--Calculus III, MATH A242--Ordinary Differential Equations, ENCP A200-Statics, ENCP A210--Dynamics, ENCP A260--Introduction to the Mechanics of Solids, ENCP A290--Thermodynamic Fundamentals, and ELCT A221--Circuits.

[7] Developmental courses cannot be used toward this degree.

Bachelor of Science—Major in Chemistry (ACS approved) with a Concentration in Biochemistry

Requirements for the chemistry major are listed below. For a chemistry major, a grade of C or better is required in all chemistry courses counting toward the degree.

1. General Education Requirements.....57-59

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....12
   (PHYS A211 and A212 or PHYS A201 and A202; BIOL A121)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   Any two (2) semesters of the same language required.
5. Humanities (at least two areas)[1].....9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Literature, Philosophy (other than logic), Religion,
   Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills.....18

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102.....6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
3. Oral Communication.....3
   (COMM A201 or COMM A241)
4. Math.....8
   (MATH A141 and A142)
   Chemistry students should take math in their first semester of enrollment at USC Aiken unless they have already completed the requirements for math through concurrent enrollment, AP, . etc.
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major. For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST 202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.

For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements[2,3].....45

Introductory Courses - CHEM A111 and A112
Foundation Courses - CHEM A310, A311, A311L, A321, A321L, A331, A331L, A541, A541L
In-Depth Courses - CHEM A332, A332L, A499[4], A542, A542L, A522, and A550.

3. Cognate[5].....10-11

Principles of Biochemistry (BIOL A541).....4
Fundamental Genetics (BIOL A350) or Animal Physiology (BIOL A360). 3-4
Eukaryotic Cellular and Molecular Biology (BIOL A502).....3

4. Electives[6].....5-8

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.
[2] A grade of C or higher is required in all chemistry courses counting toward the degree.
[3] A maximum of 48 hours of chemistry courses can be applied toward graduation.
[4] Completion of a thesis and seminar on the research project are required for graduation. The graduation requirement is 3 credit hours. Typically, students take 4 credit hours of CHEM A499--2 credit hours in the fall semester and 2 credit hours in the spring semester. Each credit hour equates to 3-4 actual hours in the laboratory each week of the semester.
[5] A grade of C or better is required in all cognate courses listed.
[6] Developmental courses cannot be used toward this degree.

Bachelor of Science—Major in Chemistry (ACS approved) with a Concentration in Engineering

Requirements for the chemistry major are listed below. For a chemistry major, a grade of C or better is required in all chemistry courses counting toward the degree.

1. General Education Requirements.....57-59

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....12
   (PHYS A211 and A212; BIOL A121)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   Any two (2) semesters of the same language required.
5. Humanities (at least two areas)[1].....9
   Communication (last two digits must be in 50s or 60s)

History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills.....18

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102.....6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication.....3
   (COMM A201 or COMM A241)

4. Math.....8
   (MATH A141 and A142)
   Chemistry students should take math in their first semester of enrollment at USC Aiken unless they have already completed the requirements for math through concurrent enrollment, AP, . etc.

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major. For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST 202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.

For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements[2,3].....45

Introductory Courses - CHEM A111 and A112
Foundation Courses - CHEM A310, A311, A311L, A321, A321L, A331, A331L, A541, A541L
In-Depth Courses - CHEM A332, A332L, A499[4], A542, A542L, A511, and A522.

3. Cognate[5].....12

Option 1: Materials Science and Processes
Statics (ENCP A200) 3
Introduction to the Mechanics of Solids (ENCP A260).....3
Engineering Materials (ENCP A371) 3
Manufacturing Processes (ENCP A377).....3

Option 2: Thermodynamics
Statics (ENCP A200) 3
Introduction to the Mechanics of Solids (ENCP A260) or Fluid Mechanics (ENCP A360).....3
Themodynamic Fundamentals (ENCP A290).....3
Thermodynamic System Design and Analysis (ENCP A394).....3

Option 3: Materials and Instrumentation
Statics (ENCP A200) 3
Introduciton to the Mechanics of Solids (ENCP A260).....3
Instrumentation, Measurements, and Statistics (ENCP A361) 3
Engineering Materials (ENCP A371) 3

4. Subject Specific Requirements[6] 8

Principles of Biochemistry (BIOL A541) and Calculus III (MATH A241)

Total hours required 122-124

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.
[2] A grade of C or higher is required in all chemistry courses counting toward the degree.
[3] A maximum of 48 hours of chemistry courses can be applied toward graduation.
[4] Completion of a thesis and seminar on the research project are required for graduation. The graduation requirement is 3 credit hours. Typically, students take 4 credit hours of CHEM A499--2 credit hours in the fall semester and 2 credit hours in the spring semester. Each credit hour equates to 3-4 actual hours in the laboratory each week of the semester.
[5] A grade of C or better is required in all cognate courses listed. Only one of the three options is requried for the cognate.
[6] Both courses require a C or better.

Minor in Chemistry

Requirements:
CHEM A331/A331L.....4
CHEM A332/A332L.....4
CHEM A321/A321L.....4
CHEM A311/A311L, CHEM A541/A541L, CHEM A522, or CHEM A550.....4-5

Total hours required 16-17

For a chemistry minor, a grade of C or better is required in all chemistry courses.

Course Descriptions

Astronomy (ASTR)

ASTR A111 **Descriptive Astronomy. (4)** Introduction to the solar system and distant celestial objects such as stars, galaxies, nebulas, quasars, and black holes. Study of the night time sky, exercises and demonstrations; three lecture hours and three lab hours per week.

ASTR A310 **Radiation in the Universe. (3)** The study of how radiation is produced, detected, and its applications. Emphasis is placed on astronomical phenomena such as the solar system environment, stellar fusion, supernovae, and gamma ray bursts. Spacecraft design and the effects of radiation on humans will be discussed. Three lecture hours.

Chemistry (CHEM)

CHEM A101 **Introduction to Chemistry. (4)** (Prereq: Completion of, placement beyond, or co-enrollment in MATH A108) An introduction to the principles and vocabulary of chemistry appropriate for those in the health sciences or for general education. Not intended for those in engineering, mathematical and natural sciences; three lecture hours and three lab hours per week.

CHEM A103 **Basic Principles of Chemistry. (4)** (Prereq: completion of or placement beyond MATH A104) An online course, appropriate for general education, that introduces the concepts and vocabulary of chemistry. Hands-on,

small-scale laboratory exercises are performed at home using a chemistry kit. Not intended for allied health, engineering, science, or pre-professional majors requiring chemistry. Students may use either CHEM A101 or A103 towards the natural science general education requirement but not both.

CHEM A105 **Chemistry in Society. (4)** A general education course that introduces basic chemistry and chemical methodologies as they interconnect with relevant societal issues. Hands-on, small-scale laboratory exercises will be used to enhance the understanding of chemistry as it occurs in day-to-day life. Three lecture hours and three lab hours per week. Not intended for allied health or nursing majors or for engineering, science, or premed majors requiring two or more semesters of chemistry.

CHEM A111 **General Chemistry I. (4)** (Prereq: at least one year of high school chemistry, CHEM A105, CHEM A101 or an equivalent course, or departmental permission. Grade of C or better in MATH A122, or completion of, or placement beyond MATH A111. If a student does not meet one of the math prerequisites, that student must fulfill the corequisite of MATH A111.) The first portion of a two-semester sequence of courses that introduces the principles, vocabulary, and methods of chemistry appropriate for those in engineering, mathematical, and natural sciences. This course pre-supposes an introductory knowledge of chemistry. Three lecture hours and three lab hours presented in an integrated format of 3 two-hour meetings per week.

CHEM A112 **General Chemistry II. (4)** (Prereq: CHEM A111 or departmental permission) The second portion of a two-semester sequence of courses that introduces the principles, vocabulary, and methods of chemistry appropriate for those in engineering, mathematical, and natural sciences. Three lecture hours and three lab hours presented in an integrated format of 3 two-hour meetings per week.

CHEM A299 **Research Rotation (1)** (Prereq: departmental permission and sophomore status) Students will experience research and rotate through the labs of each of the chemistry faculty members. The student will be exposed to instrumentation and techniques appropriate to the research being performed in each faculty member's lab. A summary paper is required at the end of the semester detailing the experiences in each lab.

CHEM A310 **Introduction to Chemical Research Methods. (1)** (Prereq: Chemistry major and CHEM A112 or departmental permission) This course introduces the student to the uses and applications of presentation and analysis software specific for chemistry and to topics such as general research laboratory safety and ethics in research. The scientific literature search capabilities available in the library will also be demonstrated. The course is routinely presented online but may be offered as a lecture/lab as needed.

CHEM A311 **Introduction to Inorganic Chemistry. (3)** (Prereq: CHEM A112; coreq: CHEM A311L) An introduction to the study of descriptive inorganic chemical concepts including the periodic table, transition metal complexes, and the basics of chemical bonding. Three lecture hours per week.

CHEM A311L **Introduction to Inorganic Chemistry Laboratory. (1)** (Coreq: CHEM A311) The course presents an introduction to the inorganic lab techniques used in synthesis and characterization of inorganic compounds. Three laboratory hours per week.

CHEM A321 **Quantitative Analysis. (3)** (Prereq: CHEM A112; coreq: CHEM 321L) Treatment of solution equilibria in conjunction with an introduction to statistical methods, spectroscopy, separations, and electrochemistry. Three lecture hours per week.

CHEM A321L **Quantitative Analysis Laboratory. (1)** (Coreq: CHEM A321) The practice of volumetric and gravimetric analysis with exposure to spectroscopic, chromatographic, and electrochemical methods. Three laboratory hours per week.

CHEM A331 **Organic Chemistry I. (3)** (Prereq: CHEM A112; coreq: CHEM A331L) Nomenclature, reactions, mechanisms, and synthesis of carbon-containing compounds. Three lecture hours per week.

CHEM A331L **Organic Chemistry I Laboratory. (1)** (Coreq: CHEM A331) Laboratory safety, synthesis, separation, and purification of carbon-containing compounds. Three laboratory hours per week.

CHEM A332 **Organic Chemistry II. (3)** (Prereq: CHEM A331; coreq: CHEM A332L) A continuation of CHEM A331. Three lecture hours per week.

CHEM A332L **Organic Chemistry II Laboratory. (1)** (Prereq: CHEM A331L; coreq: CHEM 332) Continuation of CHEM 331L. Spectroscopic identification of carbon-containing compounds. Three laboratory hours per week.

CHEM A340 **Introduction to Chemical Instrumentation. (3)** (Prereq: CHEM A112; coreq: CHEM A340L) An overview of the physical principles behind the uses of modern chemical instrumentation. Three lecture hours per week. Cannot be used for credit in the chemistry major.

CHEM A340L **Introduction to Chemical Instrumentation Laboratory. (1)** (Coreq: CHEM A340) Focus on proper procedures for instrument usage and data interpretation. Experiments will be drawn primarily from related scientific disciplines. Three lab hours per week. Cannot be used for credit in the chemistry major.

CHEM A399 **Independent Study. (1-3)** (departmental permission and sophomore status).

CHEM A498 **Topics in Chemistry. (1-4)** (departmental permission and senior status) Selected topics in chemistry. Lecture and/or laboratory course in advanced topics not covered in existing courses.

CHEM A499 **Senior Research. (1-3)** (Prereq: departmental permission and senior status) Students will participate in a research project under the direction of a chemistry faculty member. A thesis and presentation are required upon completion of the research. This course will provide the capstone experience. A minimum of three semester hours are required for graduation, and a student can enroll for a maximum of six credit hours.

CHEM A511 **Advanced Inorganic Chemistry. (4)** (Prereq: C or better CHEM A311 or departmental permission) Advanced and current views of atomic structure, valency, and bonding including computation, orbital structure of complex compounds, spectroscopy, and an in-depth study of the periodic table. Three lecture hours and three laboratory hours per week.

CHEM A522 **Instrumental Analysis. (5)** (Prereq: CHEM A321 and CHEM A321L or departmental permission) Theory and applications of instrumental methods of chemical analysis using traditional and current methodologies. Three lecture and six laboratory hours per week.

CHEM A541 **Physical Chemistry I. (3)** (Prereq: CHEM A112, PHYS A212 or PHYS A202, MATH A142; coreq: CHEM A541L or departmental permission) Theories and laws relating to chemical changes. Three lecture hours per week.

CHEM A541L **Physical Chemistry I Laboratory. (1)** (Coreq: CHEM A541 or departmental permission) Applications of physical chemical techniques. Three laboratory hours per week.

CHEM A542 **Physical Chemistry II. (3)** (Prereq: CHEM A541; coreq: CHEM A542L or departmental permission) Theories and laws relating to chemical changes; a continuation of CHEM A541. Three lecture hours per week.

CHEM A542L **Physical Chemistry II Laboratory. (1)** (Prereq: CHEM A541L; coreq: CHEM A542 or departmental permission) Applications of physical chemistry techniques. Three laboratory hours per week.

CHEM A550 **Advanced Biochemistry. (4)** (Prereq: BIOL A541or departmental permission) An advanced background in the chemistry of biological compounds and cellular processes emphasizing thermodynamics, kinetics, structure, reaction mechanisms, and metabolic pathways is presented. Three lecture and three laboratory hours per week.

CHEM A590 **Introductory Glassblowing. (1)** (Prereq: junior or senior standing, or consent of instructor) The history and fundamental application of glassblowing techniques. Three laboratory hours per week.

Physics (PHYS)

PHYS A101 **Introduction to Physical Science I. (4)** An introduction to the concepts, ideas, and methods of physical science for non-science majors. Particular emphasis is given to the principles of classical physics and chemistry. Experiments, exercises, and demonstrations are included; three lecture hours and three lab hours per week.

PHYS A201 **General Physics I. (4)** (Prereq: Placement into MATH A141 or a grade of C or better in one of the following courses: MATH A111, MATH A112, MATH A122) The first part of an introductory course sequence covering mechanics, electromagnetism, wave motion, thermodynamics, optics, relativity, and atomic and nuclear physics. No previous background in physics is assumed. Three lecture hours and three laboratory hours per week.

PHYS A202 **General Physics II. (4)** (Prereq: PHYS A201 or departmental permission) A continuation of PHYS A201. Three hours of lecture and three laboratory hours per week.

PHYS A211 **Essentials of Physics I. (4)** (Prereq: MATH A141) First portion of a two-semester calculus-level course primarily for students of science and engineering. Topics include mechanics, wave motion, thermal physics, electromagnetism, optics, and modern physics. Three hours of lecture and three laboratory hours per week.

PHYS A212 **Essentials of Physics II. (4)** (Prereq: PHYS A211 or departmental permission) A continuation of PHYS A211. Three hours of lecture and three laboratory hours per week.

PHYS A398 **Topics in Physics (1-4)** (specified prereq. or consent of instructor) Selected topics in physics. Lecture and/or laboratory course in topics not covered in detail in existing courses.

PHYS A399 **Independent Study. (1-4)** (Prereq: permission of instructor)

Department Of Exercise and Sports Science

Christopher M. DeWitt, Department Chair

Professor

Christopher DeWitt (Biomedical-Environmental Chemistry), Ph.D., Oakland University, 1995

Associate Professor

Brian Parr (Exercise Science), Ph.D., University of Tennessee, 2001

Assistant Professor

Andrew Hatchett (Exercise Science), Ph.D., University of Mississippi, 2008

Senior Instructors

Jami Craps (Education Administration), M.Ed., University of South Carolina, 1995

Patrick Gelinas (Kinesiology and Applied Physiology), M.S., University of Colorado, 2002

Adjunct Faculty

Melissa Beckner, Yoga Instructor

Steven Dahm (Psychology), B.A., University of Buffalo, 1996

Beth Evenson (Exercise and Sports Science), B.S., University of South Carolina Aiken, 2007.

Kenny Evenson, Golf Professional

Cassandra Flanders, Water Safety Instructor

Mila Padgett (Exercise Science), M.S., University of Southern Mississippi, 1995

Woodrow Price (Exercise and Sports Science), B.S., University of South Carolina Aiken, 2006

Ward Reckert (Clinical Exercise Physiology), M.S. East Stroudsberg University, 2006

Carole Anne Taylor (Counseling Psychology), M.Ed., University of Georgia, 1995.

Department Mission Statement

The mission of the University of South Carolina Aiken Department of Exercise and Sports Science is to provide quality classroom, laboratory, and applied educational experiences for undergraduate students pursuing a broad spectrum of exercise-related employment and future scholastic opportunities. In teaching, we utilize a student-centered learning environment where students are engaged in an atmosphere of critical inquiry. In addition to general education and core courses, students are required to select an area of specialization in fitness management, basic sciences, or allied health designed to prepare them to meet the standards for employment or future scholastic goals in one of the three areas.

Admission Criteria

All courses in the core requirements and concentration require C grade or higher. To be eligible for a course, the exercise and sports science student must complete all course prerequisite requirements (courses, Writing Proficiency Requirement, GPA), as delineated in this bulletin.

Fitness Management Concentration

To graduate, the student must have a USC System cumulative 2.0 GPA. Following each semester where the student's USC System cumulative GPA is below 2.0, the Exercise and Sports Science Chair will notify the student in writing. The completion of the degree requirements for the exercise and sports science major with a concentration in fitness management requires 125-128 total credit hours.

Basic Sciences Concentration

To graduate, the student must have a USC System cumulative 3.0 GPA. Enrollment in EXSC A458, EXSC A459, and EXSC A499 requires a USC System cumulative 3.0 GPA. Following each semester where the student's USC System cumulative GPA is below 3.0, the Exercise and Sports Science Chair will notify the student in writing. The completion of the degree requirements for the exercise and sports science major with a concentration in basic sciences requires 126-129 total credit hours.

Allied Health Concentration

To graduate, the student must have a USC System cumulative 2.75 GPA. Enrollment in EXSC A440 and AEXS A441 requires a USC System cumulative 2.75 GPA. Following each semester where the student's USC System cumulative GPA is below 2.75, the Exercise and Sports Science Chair will notify the student in writing. The completion of the degree requirements for the exercise and sports science major with a concentration in allied health requires 121-124 total credit hours.

Technological Literacy in Exercise and Sports Science

To meet the requirement of computer competency, exercise and sports science majors are required to successfully complete EXSC A311, A323L, and A424.

Exercise and Sports Science Major Fee

The University of South Carolina Aiken will collect a major fee for each semester that the student is enrolled as an Exercise and Sports Science major.

For more information on the Department of Exercise and Sports Science, see our home page at www.usca.edu/exercise/.

Bachelor of Science—Major in Exercise and Sports Science

1. General Education Requirements.....51-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....8
   CHEM A101 or A111[1], and BIOL A121[1] or A122[1]
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....6
   PSYC A101 and one other social behavioral science from the following groups: Anthropology, Economics, Political Science, Sociology, or Geography
4. Languages.....6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[2].....9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills.....16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the on-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102.....6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
3. Oral Communication.....3
   (COMM A201, COMM A241)
4. MATH A111 or higher (except A221, A222).....3
   Statistics.....3
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 31.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition . on page 30.
   Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Core Requirements.....41-42

BIOL A243 and A244 8
Activity course requirement - select one from EXSC: A101, A102, A106, A107, A120, A121, A123, A124, A140, A141, A142, A143, A204.....1-2
EXSC A198, A203, A225, A239, A311, A321, A323, A323L, A328, A337, A423, A423L, A424.....32

3. Additional Requirements Associated with Concentration

Fitness Management:.....30

Exercise Science Requirements
EXSC A401, A439 9
Business Minor
BADM A225, A226, A350, A371, ECON A221, and A222.....18
MGMT A374, A376, A378, A401, A442, A473, A477, A559 3
Additional Management Course
(Select one course from the following list)
MGMT A374, A376, A378, A401, A442, A473, A477, A559 3

Basic Sciences:.....31

Exercise Science Requirements
EXSC A458.....3
EXSC A459 or A499.....3
Science Requirements
BIOL A122.....4
CHEM A112 4
PHYS A201.....4
Science electives[4] 10
(Select one from the following: BIOL A250, A302, A330, A360; CHEM A331 and A331L; MATH A122, A141, or PHYS A202)
Developmental Requirement.....3
PSYC A310 or EDPY A330

Allied Health:.....16-17

Exercise Science Requirements
EXSC A201.....3
EXSC A322 or EXSC A425 or EXSC A426 or Labortaory Scinece Elective 3-4
[If EXSC A322 or EXSC A425 (3 credit hour options) is chosen, 13 free elective hours must be taken]
[If EXSC A426 or the Laboratory Science Elective (4 credit hour options) is chosen, 12 free elective house must be taken]
EXSC A440.....3
EXSC A441.....3
Science Requirement
PHYS A201.....**44.**

Free Electives[5].....3-13

Total Hours Required[6] 121-129

[1] Required in Basic Sciences Concentration

[2] For a list of courses that will meet the Humanities general education requirement, see page 31.

[4] CHEM A105 and MATH below A111 do not meet this requirement, or any other courses that are below the level accepted for the exercise and sports science general education requirements. Appropriate courses should have an acronym from the following: BIOL, CHEM, PHYS, MATH, PSYC. EXSC A201 and EXSC A499 may also be used to meet this requirement.

[5] The fitness management and basic sciences concentrations require three free elective credit hours. The allied health concentration requires 12-13 free elective credit hours.

[6] The fitness management concentration requires 125-128 total credit hours. The basic sciences concentration requires 126-129 total credit hours. The allied health concentration requires 121-124 total credit hours.

Course Descriptions

Exercise and Sports Science (EXSC)

The 100-192 series are activity courses that focus on the comprehension of principles and techniques, skill development, and regular activity participation as a means of promoting lifelong physical fitness. In a given semester, students may enroll in only one section of a specific activities topic.

An activity course may be taken no more than twice for university credit.

Any student taking an activity course in the Wellness Center or Natatorium will be required to pay any associated fees as adopted by the Campus/Board of Trustees. Please refer to the University's fee schedule for additional details.

EXSC A101 **Conditioning I. (1)** An introduction to the principles and techniques of cardiovascular training.

EXSC A102 **Conditioning II. (1)** (Prereq: EXSC A101 or permission of the instructor) Advanced concepts and programming in cardiovascular training.

EXSC A106 **Weight Training I. (1)** An introduction to the principles and techniques of weight training.

EXSC A107 **Weight Training II. (1)** (Prereq: EXSC A106 or permission of instructor) Advanced concepts and programming in weight training.

EXSC A110 **Beginning Golf. (1)** An introduction to the rules and fundamental skills of golf. Equipment available if needed. Golf range fee.

EXSC A111 **Intermediate Golf. (1)** (Prereq: EXSC A110 or permission of instructor) Further refinement of the golf skills. Equipment available if needed. Golf range fee.

EXSC A112 **Advanced Golf. (1)** (Prereq: EXSC A111 or permission of instructor) Development of advanced golf skills and strategies. Equipment available if needed. Golf range fee.

EXSC A116 **Beginning Tennis. (1)** An introduction to the rules and fundamental skills of tennis. Equipment available if needed.

EXSC A117 **Intermediate Tennis. (1)** (Prereq: EXSC A116 or permission of instructor) Further refinement of fundamental tennis skills and introduction of more advanced skills and strategies. Equipment available if needed.

EXSC A118 **Advanced Tennis. (1)** (Prereq: EXSC A117 or permission of instructor) Advanced skill development and strategies for the game of tennis. Equipment available if needed.

EXSC A120 **Aerobics I. (1)** An introduction to the principles and techniques of aerobic dance.

EXSC A121 **Aerobics II. (1)** (Prereq: EXSC A120 or permission of instructor) Advanced concepts, techniques, and programming in aerobic dance.

EXSC A123 **Step Aerobics I. (1)** An introduction to the principles and techniques of step aerobics.

EXSC A124 **Step Aerobics II. (1)** (Prereq: EXSC A123 or permission of instructor) Advanced concepts, techniques and programming in step aerobics.

EXSC A140 **Beginning Swimming. (1)** An introduction to the fundamental skills of swimming and pool safety. (Can obtain American Red Cross Beginning and Advanced Beginning swimming certifications).

EXSC A141 **Intermediate Swimming. (1)** (Prereq: EXSC A140 or permission of instructor) Refinement of the American Crawl or freestyle stroke and introduction of more advanced swimming strokes and skills. (Can obtain American Red Cross Intermediate swimming certification).

EXSC A142 **Advanced Swimming. (1)** (Prereq: EXSC A141 or permission of instructor) Refinement of all basic swimming strokes and emphasis on lap swimming. (Can obtain American Red Cross Advanced swimming certification).

EXSC A143 **Lifeguard Training. (1)** (Prereq: Meet standards set by American Red Cross) Development of the knowledge and skills necessary to be a competent lifeguard. (Can obtain American Red Cross Lifeguarding certification).

EXSC A190 **Special Topic. (1)** Unique physical activities offered according to student interest.

EXSC A191 **Yoga. (1)** This course provides the student with an introduction to the principles, techniques, and active practice of yoga.

EXSC A192 **Self Defense for Women. (1)** This course provides the student with an introduction to the principles, techniques, and active practice of self-defense for women.

EXSC A198 **Foundations in Exercise and Sports Science. (2)** An introduction to the field of exercise and sports science. The course provides an overview of the scope, history, principles, research issues, professional organizations and publications, and other current information important to professionals interested in this field.

EXSC A201 **Medical Terminology. (3)** This course covers the meaning, spelling, and pronunciation of medical terms. Medical terms are dissected into roots, prefixes, and suffixes.

EXSC A203 **CPR and First Aid. (1)** The study and practice of early emergency care procedures, including cardiopulmonary resuscitation and basic first aid, from which a nationally recognized certification can be obtained.

EXSC A204 **Group Exercise Fitness Training Instructor Certification. (2)** This certification course prepares students to practice as a Group Exercise Fitness Instructor. WITS (World Instructor Training School) is the certifying agency for this certification. The course includes classroom learning and practical lab application. Topics include the foundation of teaching fitness classes in a group environment, including presentation skills, voice projection, class management, safety, motivation, anatomy, biomechanics, exercise physiology, equipment usage, special populations, and legal issues. Each student will prepare and sit for a 100-question written certification exam as well as a 30-minute practical exam.

EXSC A225 **Introduction to Athletic Training. (3)** An introduction to the athletic training profession, including basic concepts of epidemiology of athletic injuries, pharmacology, protective devices, emergency care, and nutrition.

EXSC A239 **Fitness Assessment and Exercise Leadership. (3)** (Prereq: departmental permission) The study of the

theory, skills, and assessment of cardiorespiratory fitness, body composition, muscular strength, muscular endurance, and flexibility as well as exercise leadership for the improvement of these components of health-related physical fitness. Emphasis is placed on the development of skills for fitness assessment and exercise leadership.

EXSC A311 **Nutritional Aspects of Health, Fitness, and Sports Performance. (3)** (Prereq: Grade of C or better in BIOL A244 and CHEM A101 or A111) The study of nutrition as it impacts health, fitness, and sports performance. Particular emphasis is given to basic nutrition, diet analysis, weight control, special diets, eating disorders, and the use of ergogenic aids in sports.

EXSC A321 **Anatomical and Biomechanical Kinesiology. (3)** (Prereq: Grade of C or better in BIOL A244) The study of the anatomical and mechanical principles governing human motion, with emphasis placed on the ability to analyze human movement utilizing these principles.

EXSC A322 **Personal Training Certification** (3) (Pre-req:EXSC A239 with a C or better or departmental permission) This certification course prepares students to practice as a professional Personal Fitness Trainer. WITS (World Instructor Training School) is the certifying agency for this certification. The course includes classroom learning and practical lab application. Topics include anatomy; biomechanics; exercise physiology; fitness testing and health assessment; nutrition; exercise prescriptive; equipment usage; special populations; and legal and safety issues. Each student will prepare and sit for a 100-question written certification exam as well as a 30-minute practical exam.

EXSC A323 **Exercise Physiology. (3)** (Prereq: Grades of C or better in BIOL A244 and EXSC A239; Coreq: EXSC A323L) The study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory, and nervous systems.

EXSC A323L **Exercise Physiology Laboratory. (1)** (Prereq: Grades of C or better in BIOL A244 and EXSC 239; Coreq: EXSC A323) Laboratory experiences related to exercise physiology, including a variety of fitness assessments.

EXSC A328 **Electrocardiography. (3)** (Prereq: Grade of C or better in BIOL 244) An introduction to basic concepts of electrocardiography, including cardiac electrophysiology, lead systems, and interpretation of rhythm strips and 12-lead electrocardiograms.

EXSC A337 **Health and Behavior Change. (3)** (Prereq: Grade of C or better in PSYC A101 or departmental permission) A study of health risk factor identification and modification, emphasizing behavioral changes. Topics such as weight control, physical activity, dietary modification, smoking cessation, and stress management will be discussed as related to the impact on health.

EXSC A401 **Management of Fitness Related Programs. (3)** (Prereq:Grades of C or better in EXSC A198 and satisfactory completion of the USC Aiken Writing Proficiency Requirement) The study of management issues associated with fitness, clinical, and athletic training-related facilities. Emphasis is placed on administrative philosophy, programming, facility design and usage, equipment selection, operational policies and procedures, liability concerns, and other related aspects.

EXSC A423 **Exercise Testing. (3)** (Prereq: Grades of C or better in EXSC A323, A323L, and A328; Coreq: EXSC A423L) A study of the various methods and procedures utilized to screen and test persons for their level of cardiovascular fitness. Field tests and laboratory assessments will be considered, as well as the appropriateness of various evaluation tools for persons with differing levels of fitness and special conditions.

EXSC A423L **Exercise Testing Laboratory. (1)** (Prereq: Grades of C or better in EXSC A323, A323L, A328; Coreq: EXSC A423) Laboratory experiences in submaximal and maximal exercise testing. Required laboratory supplies must be purchased from the USC Aiken Bookstore.

EXSC A424 **Exercise Prescription. (3)** (Prereq: Grades of C or better in EXSC A311, A423, and A423L) A study of the concepts and procedures necessary to develop appropriate exercise prescriptions for various populations and fitness levels. Compliance, risk of injury, and other specific programming issues will also be addressed. Case studies are utilized to assist in application of information.

EXSC A425 **Clinical Exercise Physiology. (3)** (Prereq: EXSC A323, EXSC A323L with a C or better) This is an advanced undergraduate course designed to provide students with an understanding of exercise physiology for clinical populations. Topics include the pathophysiology, medical treatment, and lifestyle management of chronic cardiac, pulmonary, metabolic, and neuromuscular diseases. Particular emphasis is placed on the role of exercise in the prevention and treatment of these conditions. Other topics such as weight control, physical activity, dietary modification, smoking cessation, and stress management will be discussed as they relate to current professional standards. This course is designed to prepare students for American College of Sports Medicine (ACSM) and other clinical certifications.

EXSC A426 **Fitness and Performance Coaching. (4)** (Prereq: EXSC A198, EXSC A239, EXSC A321 with a C or better) This course is designed to prepare students to coach fitness and performance programs in athletic, recreational, and physical education environments. This course involves students refining and applying techniques pertinent to fitness and performance, including screening, mechanical analysis, coaching cues, movement modification strategies, programming, nutrition, and recovery. This course prepares students for certifications consistent with professional standards.

EXSC A439 **Internship in Fitness Management. (3-12)** (Prereq: Grades of C or better in EXSC A423 and EXSC A423L) A supervised internship experience in fitness management-related area which brings together the various information learned from all prior major courses. The student must hold current CPR certification from the beginning of the internship to the end. (Contract required)

EXSC A440 **Topics in Allied Health. (3)** (Prereq: Grades of C or better in EXSC A323 and A323L or consent of the Department Chair, satisfactory completion of the USC Aiken Writing Proficiency Requirement, a cumulative 2.75 USC institutional GPA, and approval from the Exercise and Sports Science Allied Health Concentration committee) This topics course provides information in areas such as nuclear medicine, sonography (both rest and exercise), respiratory therapy, physical therapy assistant (PTA), occupational therapy assistant (OTA), cardiac rehabilitation, athletic training, dietetics, personal training, and other select exercise, education, and therapeutic allied health-related areas. The course uses a format where a significant magnitude of critical inquiry and participation is expected of the student.

EXSC A441 **Field Experience in Allied Health. (3)** (Prereq: Grades of C or better in EXSC A201, A423, A423L, and A440 or consent of the Department Chair, a cumulative 2.75 USC institutional GPA, and approval from the Exercise and Sports Science Allied Health Concentration Committee) This course provides the student with a supervised field experience in an allied health-related area (140 contact hours) that brings together information learned from all prior major courses. [An Independent

Study Contract is required. This contract will insure the reservation of these select field experiences for students seeking an allied health experience in areas such as nuclear medicine, sonography (both rest and exercise), respiratory therapy, physical therapy assistant (PTA), occupational therapy assistant (OTA), cardiac rehabilitation, athletic training, dietetics, personal training, and other select exercise, education, and therapeutic allied health-related areas. The contract will preclude registration by students from one of the other exercise and sports science concentrations. Signatures will be required from a member of the Exercise and Sports Science Allied Health Concentration Committee and from the Department Chair.]

EXSC A458 **Research Methods in Exercise and Sports Science. (3)** (Prereq: Grades of C or better in EXSC A323 and A323L with a C, satisfactory completion of a statistics course and the USC Aiken Writing Proficiency Requirement, and a cumulative 3.0 USC institutional GPA) An exploration of the fundamental concepts of research design, data collection, and data analysis. This class involves students in the development and presentation of a research proposal including the introduction, review of literature and methods. Students who earned credit for EXSC A359 may not earn credit for EXSC A458.

EXSC A459 **Research Topics in Exercise and Sports Science. (3)** (Prereq: Grade of C or better in EXSC A458 and a cumulative 3.0 USC institutional GPA) Exploration of research topics in different aspects of exercise science. The course is designed to familiarize students with current issues and research in exercise science. Students will read and discuss literature relevant to exercise and sports science.

EXSC A499 **Senior Research in Exercise and Sports Science. (3)** (Prereq: Grade of C or better in EXSC A458, a cumulative 3.0 USC institutional GPA, and permission from the instructor) Independent study research project in exercise and sports science. Students will work directly with a faculty mentor to collect and analyze data, write a manuscript, and present the results in written and/or oral form. This course could substitute for EXSC A459 or count toward basic science concentration science electives. (Contract required)

EXSC A599 **Current Topics. (1-3)** (Prereq: specific to course offering) An in-depth study of current topics drawn from the literature or from practice. (Offered by student demand)

Department Of Mathematical Sciences

Computer Science, Engineering, and Mathematics

Mohammad Q. Hailat, Department Chair

Professors

Hani Abu-Salem (Computer Science), Ph.D., Illinois Institute of Technology, 1992
Teiling Chen (Mathematics and Computer Science), Ph.D., University of Western Ontario, 2001
Koffi B. Fadimba (Mathematics), Ph.D. University of South Carolina, 1993
Mohammad Q. Hailat (Mathematics), Ph.D., University of Michigan, 1983
Reginald Koo (Mathematics), Ph.D., University of South Carolina, 1985
Rao Li (Mathematics and Computer Science), Ph.D., University of Memphis, 1999, *Bridgestone/Firestone S.C. Endowed Professorship in Mathematics and Computer Science*
Zhenheng Li (Mathematics and Computer Science), Ph.D., University of Western Ontario, 2001

Associate Professor

Yilian Zhang (Mathematics and Computer Science), Ph.D., University of Rochester, 2004

Assistant Professors

Bethany S. Fralick (Mechanical Engineering), Ph.D., University of South Carolina, 2013
Titan C. Paul (Mechanical Engineering), Ph.D., University of South Carolina, 2014
Gerald R. Pendergast (Mechanical Engineering), Ph.D., Naval Postgradu ate School, 2010
Thomas F. Reid (Mathematics and Statistics), Ph.D., University of North Carolina, 1997

Senior Instructors

David G. Jaspers (Mathematics), M.S., University of South Carolina, 1984

Instructors

Paul Ilukor (Mathematics), M.S., Clemson University, 2009
David Ramsey (Mathematics), M.A., State University of New York at Stony Brook, 1996
William Shipes (Mathematics), M.S., Clemson University, 2014
Richard S. Terlizzi (Mathematics and Statistics), D.Ed., Nova Southeastern University, 2005

Distinguished Professor Emeritus

Robert G. Phillips (Mathematics), Ph.D., University of California at Los Angeles, 1968

Professors Emeriti

Frederick P. Huston, III (Computer Science), M.A., Emory University, 1972
Janie H. Key (Mathematics and Computer Science), M.S. (Mathematics), Vanderbilt University, 1971; M.S. (Computer Science), University of South Carolina, 1985
Stephen C. King (Mathematics), Ph.D., Yale University, 1978
Michael D. May (Engineering and Mathematics), M.S., U.S. Naval Postgraduate School, 1976

Department Mission Statement

The mission of the Department of Mathematical Sciences is to provide students with an understanding and appreciation of mathematics and the related areas of computer science and engineering. To this end, the Department (a) provides students throughout the University with training in thinking analytically through problem-solving activities and in communicating effectively using graphical and numeric symbols; (b) provides instruction in a number of courses required for the USC engineering program; (c) provides the mathematical background for pre-service and continuing elementary school teachers and secondary school mathematics teachers; and (d) provides mathematics, computer science, and industrial process engineering majors with background for graduate studies or preparation for careers in the mathematical sciences. In addition, the Department seeks to foster study, learning, and appreciation of the mathematical sciences among pre-college students through outreach activities.

Curricula

The Department of Mathematical Sciences offers programs leading to the Bachelor of Science degree with a major in applied mathematics, the Bachelor of Science degree with a major in applied computer science, the Bachelor of Science degree with a major in applied computer science with cybersecurity concentration, the Bachelor of Science degree with a major in applied computer science with applied gaming concentration, and the Bachelor of Science degree with a major in industrial process engineering. The Department also serves other disciplines at USC Aiken through course offerings which provide basic skills necessary for general education or for the pursuit of studies in those disciplines.

B.S. in Applied Mathematics

The Bachelor of Science degree in Applied Mathematics prepares students for immediate employment a wide variety of careers in industry. The cur-

riculum provides a high-quality liberal arts foundation which focuses on applied aspects of mathematics. Technical electives in business, computer science or engineering allow students to augment their studies in academic areas that most interest them.

B.S. in Applied Computer Science

The Bachelor of Science degree in Applied Computer Science prepares students to be computer professionals in a variety of technically demanding fields. The curriculum will provide students with knowledge and technical skills in both fundamental and applied computer science. Graduates of the program have the problem-solving experience and the hands-on technical skills needed in the computer science industry. The curriculum includes diverse courses in the applied computer science field, such as courses in software development, computer systems, networking, security, database system, graphic applications and mobile technology. Concentrations in cybersecurity and in applied gaming provide students with direct applications in industrial, medical, and military contexts.

B.S. in Industrial Process Engineering

The Bachelor of Science degree in Industrial Process Engineering provides students with the technical knowledge and skills in engineering, mathematics, and science for careers in industry. The curriculum includes a variety of courses in engineering, mathematics, business, and the natural sciences, as well as the flexibility to choose technical elective courses to highlight their academic interests.

Mathematics Placement is described on page 11.

Technological Literacy in Applied Mathematics and Applied Computer Science

To meet the requirement of computer competency, Applied Mathematics and Applied Computer Science majors are required to successfully complete several computer science courses.

Advanced Placement

Advanced Placement examinations may be used to gain credit and advanced placement in calculus and computer science. For more information on Advanced Placement, refer to page 10.

Bachelor of Science—Major in Applied Mathematics

1. General Education Requirements 53-55

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in Non-Western World Studies, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 28.

1. Natural Sciences[2].....8
   Two Natural Sciences: Biology, Chemistry (CHEM 111, 112), Physics (PHYS 211, 212), Geology, Astronomy (2 Labs)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
   ECON A221/A222 and one course from: Psychology, Sociology, Anthropology, Political Science, Geography, Honors (HONS acronym)
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities[1] (at least two areas).....9
   Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym).

B. Intellectual and Practical Skills 18

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses and other English courses.
3. Oral Communication.....3
   (COMM A201, COMM A241)
4. Mathematics[2].....8
   (MATH A141 and MATH A142)
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 29.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major. For more information, see the Writing Intensive Course Definition on page 28. (Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration. A list of currently approved WI courses is available at http//www.usca.edu/ academic-affairs/ general-education/writing-intensive.dot.)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment. For more information, see ICE Program requirements on pages 28-29.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, or a capstone.

Major Requirements

Core Courses[2].....40
- CSCI A145, A562.....7
- MATH A135, A174.....4
- MATH A225, A241, A242.....11
- MATH A325 3
- MATH A518, A519, A544.....9
- STAT A509, A510 6

Business Component 6
BADM A225, A363

Technical Electives[2].....9
Any CSCI course (146 or higher not required by major), any ENCP course (200 or higher), any MATH course (300 or higher not required by major), or department approved course.

Capstone[2].....6
MATH A590, MATH A591
Free Electives.....4-6
Total hours required.....120

[1]For a list of courses that will meet the Humanities general education requirement, see page 31.

[2]Must have a grade of C or better

Bachelor of Science—Major in Applied Computer Science

1. General Education Requirements 51-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in Non-Western World Studies, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 28.

1. Natural Sciences[2].....8
   Two Natural Sciences: Biology, Chemistry, Physics, Geology, Astronomy (2 Labs)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
   Psychology, Sociology, Anthropology, Political Science, Geography, Honors (HONS acronym)
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities[1] (at least two areas).....9
   Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym).

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses and other English courses.
3. Oral Communication.....3
   (COMM A201, COMM A241)
4. Mathematics[2].....6
   (MATH A141 and MATH A174)
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 29.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major. For more information, see the Writing Intensive Course Definition on page 28. (Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration. A list of currently approved WI courses is available at http//www.usca.edu/ academic-affairs/ general-education/writing-intensive.dot.)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment. For more information, see ICE Program requirements on pages 28-29.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, or a capstone.

Major Requirements

Core Courses[2].....53
CSCI A125, A145, A146, A185 14
CSCI A220, A225, A255 9
CSCI A320, A325, A330, A340, A350, A360 18
CSCI A415 3
CSCI A520, A521 6
MATH A344 3
Technical Electives[3].....6
Capstone[2].....3
CSCI A590
Free Electives.....5-7
Total hours required.....120

[1]For a list of courses that will meet the Humanities general education requirement, see page 31.

[2]Must have a grade of C or better

[3]Any CSCI courses not required by major

Bachelor of Science—Major in Applied Computer Science, Cybersecurity Concentration

1. General Education Requirements 51-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in Non-Western World Studies, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 28.

1. Natural Sciences[2].....8
   Two Natural Sciences: Biology, Chemistry, Physics, Geology, Astronomy (2 Labs)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
   Psychology, Sociology, Anthropology, Political Science, Geography, Honors (HONS acronym)
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities[1] (at least two areas).....9
   Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym).

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical

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Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102.....6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses and other English courses.
3. Oral Communication.....3
   (COMM A201, COMM A241)
4. Mathematics[2].....6
   (MATH A141 and MATH A174)
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 29.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major. For more information, see the Writing Intensive Course Definition on page 28. (Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration. A list of currently approved WI courses is available at http//www.usca.edu/ academic-affairs/ general-education/writing-intensive.dot.)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment. For more information, see ICE Program requirements on pages 28-29.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, or a capstone.

Major Requirements

Core Courses[2].....51
- CSCI A125, A145, A146 11
- CSCI A210, A215, A220, A255, A285.....15
- CSCI A360 3
- CSCI A411, A415, A425 9
- CSCI A515, A520, A525, A545.....13

Technical Electives[2,3].....3

Capstone[2].....3
- CSCI A590

Free Electives.....10-12

Total hours required.....120

[1]For a list of courses that will meet the Humanities general education requirement, see page 31.

[2]Must have a grade of C or better

[3]Any CSCI courses not required by major

Bachelor of Science—Major in Applied Computer Science, Applied Gaming Concentration

1. General Education Requirements 51-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in Non-Western World Studies, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 28.

1. Natural Sciences[2].....8
   (PHYS A201 and PHYS A202)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
   PSYC A101 3
   One course of Sociology, Anthropology, Economics, Political Science, Geography, Honors (HONS acronym)...3
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities[1] (at least two areas).....9
   Communication (last two digits must be in 50s or 60s), History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, selected Language courses, Humanities (HSSI acronym), Honors (HONS acronym).

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102.....6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses and other English courses.
3. Oral Communication.....3
   (COMM A201, COMM A241)
4. Mathematics[2].....6
   (MATH A141 and MATH A174)
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 29.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major. For more information, see the Writing Intensive Course Definition on page 28. (Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration. A list of currently approved WI courses is available at http//www.usca.edu/ academic-affairs/ general-education/writing-intensive.dot.)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment. For more information, see ICE Program requirements on pages 28-29.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, or a capstone.

Major Requirements

Core Courses[2].....53
ARTS A380 3
CSCI A125, A145, A146 11
CSCI A210, A220, A225, A255, A275 15
CSCI A320, A350, A360, A375 12
EDET A603, A652 6
MATH A344 3
PSYC A450 3
Technical Electives[2,3].....3
Capstone[2].....3
CSCI A590
Free Electives.....10-12

Total hours required.....120

[1]For a list of courses that will meet the Humanities general education requirement, see page 31.

[2]Must have a grade of C or better

[3]Any CSCI courses not required by major

Bachelor of Science--Major in Industrial Processing Engineering

The Bachelor of Science degree in Industrial Process Engineering provides students with the technical knowledge and skills in engineering, mathematics, and science for careers in industry. The curriculum includes a variety of courses in: engineering, mathematics, business, and the natural sciences; and the flexibility to choose technical elective courses to highlight their academic interests.

1. General Education Requirements 55

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences[2] 16
   Chemistry (CHEM A111, CHEM A112)
   Physics (PHYS A211, PHYS A212)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences 6
   ECON A221 or A222 and one course from: Psychology, Sociology, Anthropology, Political Science, Geography
4. Humanities [1] (at least two areas)..... 9
   PHIL A325 and two courses (at least one not in PHIL) from: Communication (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Literature, Philosophy, Religion, Selected Language courses, Humanities (HSSI acronym), HONS A101

B. Intellectual and Practical Skills.....18

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102 6

   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
3. Oral Communication..... 3
   (COMM A201, COMM A241)
4. Mathematics 8
   (MATH A141 and MATH A142)
5. Satisfactory completion of Writing Proficiency ..... Requirement
   For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

   Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment. For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, or a capstone.

2. Major Requirements.....74

Core Courses[2]:.....56
ENCP A101, A102 6
ENCP A200, A260, A290.....9
MATH A241, A242.....8
STAT A509.....3
ENCP A310, A316, A327, A334, A360, A361, A371, A380, A421.....27
ELCT A221.....3

Business Component:.....6
BADM A371, A494 6

Technical Electives[2]:.....6
Any ENCP course (300 or higher not required by major), any CSCI course (A145 or higher), any MATH course (A225 or higher not required by major), any MGMT course (300 or higher), any BADM course (300 or higher not required by major), any CHEM course 300 or higher, or department-approved course

Capstone[2].....6
ENCP A498, ENCP A499

Total hours required 129

1. For a list of courses that will meet the Humanities general education requirement, see page 31.
2. Must have a grade of C or better.

Minor in Computer Science

Prerequisites:

Mathematics placement above MATH A111, or completion of either MATH A111 or A170 with a grade of C or better.

Corequisite[1]:

MATH A174 Discrete Mathematics for Computer Science.

This course must be completed with a grade of C or better before taking CSCI A220. MATH A174 may be used in partial fulfillment of General Education requirements.

Requirements[1]:

CSCI A145 Introduction to Algorithmic Design I 4

CSCI A146 Introduction to Algorithmic Design II..... 4

CSCI A220 Data Structures and Algorithms 3

One additional CSCI course (200 or higher) 3

Two additional CSCI courses (300 or higher) 6

Total hours required 20

[1]Must have a grade of C or better

Minor in Mathematics

Prerequisite:

Completion of MATH A141 and MATH A142 with grades of C or better.

Requirements[1]:

MATH A174 Discrete Mathematics 3

MATH A241 Calculus III..... 4

MATH A242 Ordinary Differential Equations..... 4

Two other MATH or STAT courses 300 or higher (except A503)..... 6

Total hours required 17

Students wishing to take a cognate in mathematics or computer science should take any MATH courses A241 or higher; CSCI A145 and A146; or any CSCI courses A210 or higher.

[1]Must have a grade of C or better

Course Descriptions

Computer Science (CSCI)

CSCI A101 **Introduction to Computer Concepts. (3)** Capabilities and limitations of computers, programming in BASIC, history and development of modern computers, components of a computer system, computer jargon, machine language, software demonstration, and evaluation. Intended primarily for non-mathematics/ computer science majors. Open only to those students who have not previously completed a computer course.

CSCI A125 **Intro to Computer Science. (3)** This course is designed to help students with no prior exposure to computer science or programming learn to think computationally and write programs to solve real-life problems. The course focuses on problem analysis and the devleopment of algorithms and computer programs in a modern high-level language. This course is for students who want to pursue a major in computer science.

CSCI A145 **Introduction to Algorithmic Design I. (4)** (Prereq: by mathematics placement above MATH A111, or a grade of C or better in either MATH A111 or A170, or consent of instructor). Designing algorithms and programming in a procedural language. Three hours of lectures and three hours of laboratory per week.

CSCI A146 **Introduction to Algorithmic Design II. (4)** (Prereq: Grade of C or higher in CSCI A145) A continuation of CSCI A145. Rigorous development of algorithms and computer programs; elementary data structures. Three hours of lectures and three hours of laboratory per week.

CSCI A185 **Computer Applications and Programming. (3)** (Prereq: Grade of C or better in MATH A108 or MATH A108L, or departmental permission) This course introduces systematic computer problem-solving using a procedural language. Emphasis is placed upon algorithm development and program implementation. This course is intended for students to learn computer visual programming. Emphasis is on the fundamentals of structured design, development, testing, implementation, and documentation. Course topics include language syntax, data and file structures, input/output devices, and files. This course also provides exposure to applications such as spreadsheets, database management, and web-page design leading to an advanced level of competency.

CSCI A209 **Topics in Computer Programming. (3)** (Prereq: consent of instructor) Programming and application development using selected programming languages. Course content varies and will be announced in the schedule of classes by suffix and title.

CSCI A210 **Computer Organization and Assembly Language. (3)** (Prereq: Grade of C or better in CSCI A145) Introduction to computer organization and architecture; Topics include: Data representation, assembler language programming, logic unit, processor architecture, memory hierarchy, Input and Output systems.

CSCI A220 **Data Structures and Algorithms. (3)** (Prereq: Grade of C or better in MATH A174 and CSCI A146, or consent of instructor.) Theory and advanced techniques for representation of information. Abstract data types: lists, stacks, queues, sets, trees, and graphs. Algorithms for sorting, searching, and hashing.

CSCI A225 **Web Development.** (3) (Prereq: CSCI A145 with a grade of C or better) This course is an introduction to web development. The course will explore prevailing technologies in three main components of web applications: client, server, and data. It will also provide practical experiences with large-scale interactive website development.

CSCI A240 **Introduction to Software Engineering. (3)** (Prereq: Grade of C or better in CSCI A146) This course introduces basic knowledge about software engineering, including principles and techniques of software design, software construction, software testing, and software maintenance.

CSCI A255 **Introduction to Information Security. (3)** (Prereq: CSCI A125 with a grade of C or better) This course is an introduction to basic security concepts and principles of information security. Topics will include history of information security; overview of system security, software security, and network security; and security management.

CSCI A320 **Practical Java Programming. (3)** (Prereq: Grade of C or better in CSCI A145) Additional topics in the language of Java: graphics, colors, fonts, events, layout managers, graphical user interfaces, applets, exception handling, multithreading, multimedia.

CSCI A330 **Programming Language Structures. (3)** (Prereq: Grade of C or better in CSCI A220) Formal specification syntax and semantics; structure of algorithms; list processing and string manipulation languages; statement types, control structures, and interfacing procedures.

CSCI A340 **Mobile Computing. (3)** (Prereq: Grade of C or better in CSCI A146 or departmental permission) The study of the basic concepts and programming skills of mobile computing. Topics include: user interfaces, layouts, events and event handling, graphics, images, animations, multimedia, 2D game development, data persistence, and networking.

CSCI A350 **Computer Graphics.** (3) (Prereq: Grade of C or better in CSCI A220) This course is an introduction to computer graphics, covering the fundamental mathematical and computational concepts underlying computer graphics. The course consists of discussions of the basic theoretical concepts and practical programming with OpenGL. Students will learn the architecture of OpenGL, color, input, geometric transformations, 3D graphics, shading, rasterization, and some other techniques.

CSCI A376 **Graph Theory for Computer Science. (3)** (Prereq: Grades of C or better in CSCI A146 and MATH A174) An algorithmic introduction to graph theory and its applications. Topics include: fundamental concepts for graphs, connectivity, matrices of graphs, trees, paths and cycles, matchings, graph colorings, and planar graphs.

CSCI A399 **Independent Study. (3-9)** (Prereq: consent of instructor)

CSCI A411 **Operating Systems. (3)** (Prereq: Grade of C or better in CSCI A220) Basic concepts and terminology of operating systems. Process implementation, synchronization, memory management, protection, resource allocation, system modeling, pragmatic aspects, case studies.

CSCI A415 **Data Communication and Computer Networks. (3)** (Prereq: Grade of C or better in CSCI A220) The study of concepts and components in data communications and computer networks. Topics will include data transmission, reference models, common network protocols, network applications, and technologies.

CSCI A492 **Topics in Computer Science. (3)** (Prereq: consent of instructor) Study of selected topics in computer science. To be offered as a lecture course on a "demand basis" only.

CSCI A520 **Database System Design. (3)** (Prereq: Grade of C or better in CSCI A220) Database organization; design and use of database management systems; database models, including network, hierarchical and relational; data description languages, data independence, and representation.

CSCI A521 **Database Programming for Computer Science. (4)** (Prereq: Grade of C or better in CSCI A520) A programming course in large-scale relational database environment using host languages. Database design and implementation of on-line applications using some of the programmatic extensions to Structured Query Language (SQL) supported by top of the line enterprise Relational Database Management Systems (RDBMS). Topics covered in this course include: database programming using open architectures, embedded and dynamic query languages, procedural extension of query languages, stored procedures and triggers, data transformation techniques to enhance interoperability of data, and introduction to extensible markup data definition and retrieval languages.

CSCI A550 **Design and Analysis of Algorithms. (3)** (Prereq: Grade of C or better in CSCI A220 and MATH A141) An introduction to the design and analysis of fundamental algorithms in computer science. The algorithmic design paradigms such as the greedy method, divide and conquer, dynamic programming, backtracking, and branch-and-bound. The analyses of algorithms from different areas such as searching, sorting, graph theory, combinatorial optimization, and computational geometry. An introduction to the theory of NP-completeness.

CSCI A562 **Numerical Methods. (3)** (Prereq: Grade of C or better in MATH A242 and MATH A544 or consent of instructor, and a working knowledge of programming) An introduction to numerical methods used in solving equations and systems of equations, numerical integration, differential equations, interpolation, and approximation of functions.

CSCI A590 **Math/CS Capstone Seminar. [=MATH A590] (3)** (Prereq: Senior standing in math/CS or math ed major, or departmental permission). Intended primarily for math/CS Majors and math ed Majors. Each student is required to do an in-depth study of some topic to be presented orally and in writing in class, and to participate in the discussion and debate of topics presented by other students. Topics will be tied together under a common theme chosen by the faculty.

Engineering (ENCP)

ENCP A101 **Introduction to Engineering I. (3)** (Prereq: Grade of C or better in MATH A104 or placement beyond MATH A104) Engineering problem solving using computers and other engineering tools.

ENCP A102 **Introduction to Engineering II. (3)** (Prereq: MATH A108 or higher) Introduction to basic concepts in engineering graphics as a means of communication, including orthographic projections, descriptive modeling, and computer graphics.

ENCP A200 **Statics. (3)** (Prereq: Grade of C or better in MATH A141) Introduction to the principles of mechanics. Equilibrium of particles and rigid bodies. Distributed forces, centroids, and centers of gravity. Moments of inertia of areas. Analysis of simple structures and machines. A study of various types of friction.

ENCPA260 **Introduction to the Mechanics of Solids. (3)** (Prereq: Grade of C or better in ENCP A200 and a grade of C or better in MATH A241, or departmental permission) Basic concepts of stress and strain; stress and strain transformation concepts. Basic developments for stresses, tension, torsion, axial load, and pressure. Deformations of elastic relationships between stress and strain.

ENCP A290 **Thermodynamic Fundamentals. (3)** (Prereq:Grade of C or better in MATH A142) Definitions, work, heat and energy. First law analyses of systems and control volumes. Second law analysis.

ENCP A310 **Dynamics. (3)** (Prereq: Grade of C or better in ENCP A200) Kinematics of particles and rigid bodies. Kinetics of particles, emphasis on Newton's second law, energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.

ENCP A316 **Control Systems. (3)** (Prereq: Grade of C or better in MATH A242, grade of C or better in ELCT A221). An introduction to closed-loop control systems: development concepts, including transfer function, feedback, frequency response, and system stability by examples taken from engineering practice: control system design methods. Also an introduction to programmable logic controllers (PLCs).

ENCP A327 **Design of Mechanical Elements. (3)** (Prereq: Grade of C or better in ENCP A260) Design against static failure and fatigue failure of structural members and machine parts: design and selection of components including fasteners, welds, shafts, springs, gears, bearings, and chain drives.

ENCP A330 **Mechanical Vibrations. (3)** (Prereq: ENCP A200 and MATH A242 with a grade of C or better) This course is an analysis of forced and damped one-degree-of-freedom systems. The course includes rotation unbalance and vibration isolation, and an introduction to two-dgrees-of-freedom systems.

ENCP A334 **Quality Control and Planning. (3)** (Prereq: Grade of C or better in STAT A509). Introduction to quality management philosophies, tools, and approaches. Six Sigma philosophy, roadmap, tools, and techniques of planning and executing quality improvement programs and the LEAN continuous improvement approach that focuses on reducing waste. Application of Design for Six Sigma approach to design or improve products and processes.

ENCP A360 **Fluid Mechanics. (3)** (Prereq:: Grade of C or better in Math A241; grade of C or better in ENCP A200). Mechancial engineering applications of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift, and drag. Introduction to turbulent flow.

ENCP A361 **Instrumentation, Measurements, and Statistics.(3)** (Prereq: Grades of C or better in STAT A509, ENCP A260, and PHYS A212) Principles of measurement, analysis of data, experimental planning. Correlations of experimental data, experimental variance, and uncertainty analysis. Lab and lecture.

ENCP A371 **Engineering Materials. (3)** (Prereq: Grade of C or better in ENCP A260) Structure and properties of engineering metals, ceramics, and polymers; atomic bonding, crystalline structures and microstructures; mechanical behavior and deformation mechanisms; processes for controlling structures and properties; corrosion.

ENCP A377 **Manufacturing Processes. (3)** (Prereq: ENCP A371) Basic principles of metal processing; applied mechanics of metal cutting and forming; cost analysis of manufacturing operations.

ENCP A380 **Introduction to Systems Engineering. (3)** (Prereq: Grade of C or better in MATH A242, grade of C or better in ENCP A334) An integrated introduction to systems methodology, design, and management. Overview of systems engineering as a professional and intellectual discipline, and its relation to other disciplines, such as operations research, management science, and economics. Survey of selected techniques in systems and decision sciences, including mathematical modeling, decision analysis, risk analysis, and simulation modeling.

ENCP A394 **Thermodynamic System Design and Analysis. (3).** (Prereq: ENCP A290) Design and analysis applied to vapor and gas power cycles, refrigeration and heat pump systems, thermodynamic relations, ideal gas mixtures, physchometric humid air analysis, and comustion processes.

ENCP A399 **Independent Study (1-9)**. (Prereq: departmental permission)

ENCP A421 **Engineering Economics. (3)** (Prereq: ECON A221 or ECON A222) Decision making with respect to capital goods, with emphasis on such decision making in government activities and public utilities. Intended primarily for engineering students, the course emphasizes the types of investment decisions that engineers are often called upon to make.

ENCP A492 **Topics in Engineering (3)**.(Prereq: departmental permission.) Study of selected topics in engineering. To be offered as a lecture course on a "demand basis" only.

ENCP A498 **Capstone Design I (3)** (Prereq: Grades of C or better in ENCP A310, ENCP A361, ENCP A371, ENCP A334 , ENCP A327; Coreqs: ENCP A316 and ENCP A380) Lecture topics include design specifications and planning, innovation, economic factors, safety, reliability, ethics, and social impact. Selection specification and feasibility study of an open-ended design project to be completed in ENCP A499.

ENCP A499 **Capstone Design II (3)** (Prereq: Grade of C or better in ENCP A498; Coreqs: ECON A421, PHIL A324, and BADM A494) Design for manufacturability, ergonomic and aesthetic considerations, prototype construction and testing, statistical methods/design of experiments, ethics/ product liability and social/environmental impact. The final engineering design (specifications, drawings, bill of materials, including assessment of economics) will be completed by the end of the semester. Both written and oral reports are to be provided.

Electrical Engineering (ELCT)

ELCT A221 **Circuits. (3)** (Prereq: Grade of C or better in MATH A142). Linear circuit analysis and design.

Mathematics (MATH)

MATH A102 **Contemporary Mathematics. (3)** Contemporary mathematical thinking is emphasized through a broad study of topics which could be used in making personal and professional decisions. Topics will be taken from the following: mathematical reasoning and problem solving strategies, the nature of sets and set operations, principles of logic and logical arguments, systems of measurement, and basic concepts of graphy theory. Appropriate technology will be used to support the course.

MATH A103 **Mathematics in Society. (3)** Contemporary mathematical thinking is emphasized through the study of consumer finance and financial management, counting methods and probability, and an introduction to statistics and its uses in today's world. Appropriate technology will be used to support the course.

MATH A104 **Mathematics for Practical Purposes. (3)** The study of number theory, set theory, linear equations and inequalities, quadratic and exponential functions and their uses in the real world. Appropriate technology will be used to support the courses.

MATH A108 **Applied College Algebra. (3)** (Prereq: By appropriate score on the mathematics placement exam or by departmental permission. Completing MATH A104 with a grade of C or better can satisfy the placement exam requirement.) Study of functions and graphical methods with the aid of technology. Topics include linear, quadratic, exponential, and other functions; solving equations; properties of logarithms and exponents. Emphasis will be on using algebra as a language for expressing problems and using algebraic and graphical methods for solving problems, data analysis, and other applications. Required graphing calculator specified in course schedule. (Four hours per week typically divided into two hours lecture and two hours collaborative learning, discussion, and exploratory activities).

MATH A108L **Applied College Algebra Lab. (3)** (Prereq: MATH A104 with a C or better, or by placement.) An in-depth version of MATH A108 intended to develop the necessary algebraic skills by providing additional support through smaller class sizes and more contact hours.

MATH A111 **Precalculus Mathematics I. (3)** (Prereq: By placement, or grade of C or better in MATH A108, or departmental permission; may be taken concurrently with MATH A112) Topics in algebra specifically needed for MATH A141, A142, A241: the study of equations and inequalities, graphs, functions and inverse functions including logarithmic and exponential functions, zeros of polynomials, and systems of equations and inequalities.

MATH A112 **Precalculus Mathematics II. (3)** (Prereq: By placement, or grade of C or better in MATH A108, or departmental permission; may be taken concurrently with but not before MATH A111) Topics in trigonometry specifically needed for MATH A141, A142, A241: trigonometric functions and their applications. Includes the study of complex numbers, vectors, and polar coordinates.

MATH A122 **Survey of Calculus with Applications. (3)** (Prereq: By placement, or grade of C or better in MATH A108, or departmental permission). An intuitive approach to the concepts and applications of differential calculus through the study of rates of change and their interpretations, using data-driven, technology-based modeling. Topics include linear, quadratic, cubic, exponential, and logistic models for discrete data; rates of change; calculating derivatives; interpreting derivatives as rates of change; relating first and second derivatives to graphs; and optimization. (Not intended for those who plan to take more than one calculus course).

MATH A135 **Applied Math Seminar. (1)** A brief introdcuction, using case studies, to show how applied mathematics is used in government and industry.

MATH A141 **Calculus I. (4)** (Prereq: by placement, departmental permission, or grades of C or better in MATH A111 and MATH A112) Functions; limits; derivatives of algebraic, trigonometric, exponential, and logarithmic functions; graphical concepts including parametric equations; and

introduction to integration. (five contact hours a week integrating lecture and lab activities).

MATH A142 **Calculus II. (4)** (Prereq: Grade of C or better in MATH A141 or departmental permission) Integration including change of variable and integration by parts; applications to area and volume. Infinite series including power series, Taylor's formula, and approximations. (five contact hours a week integrating lecture and lab activities).

MATH A170 **Finite Mathematics. (3)** (Prereq: By placement, or grade of C or better in MATH A108, or departmental permission). Matrices, systems of linear equations, linear programming, permutations and combinations, elementary probability and statistics, mathematics of finance. (A student who earned credit for MATH 121 may not take MATH A170 for credit.)

MATH A174 **Discrete Mathematics for Computer Science. (3)** (Prereq: By mathematics placement above MATH A111, completion of either MATH A111 or MATH A170 with a grade of C or better, or departmental permission) Basic mathematics needed for the study of computer science: Propositions and predicates; mathematical induction, sets, relations, boolean algebra, automata, grammars and languages, computable functions.

MATH A221 **Basic Concepts of Elementary Mathematics I. (3)** The meaning of numbers, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary education, early childhood education, or others pursuing add-on certification in elementary education. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood or special education programs. MATH A221 and MATH A222 may be taken in any order.

MATH A222 **Basic Concepts of Elementary Mathematics II. (3)** (Prereq: By placement, grade of C or better in MATH A108 or departmental permission) Informal geometry and basic concepts of algebra open only to students in elementary education, early childhood education, or others pursuing add-on certification in elementary education. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood, or special education programs. MATH A221 and MATH A222 may be taken in any order.

MATH A225 **Mathematical Software. (3)** (Prereq: CSCI A145 with a C or better and MATH A142 with a C or better) Introdcution to the use of mathematical software packages and other computer algebra systems in applied mathematics, engineering, and statistics.

MATH A241 **Calculus III. (4)** (Prereq: Grade of C or better in MATH A142 or departmental permission) Vector algebra and vector calculus, including gradients, vector fields, line integrals, multiple integrals, divergence and rotation, Jacobians, and cylindrical and spherical coordinates.

MATH A242 **Ordinary Differential Equations. (4)** (Prereq: Grade of C or better in MATH A142 or departmental permission) First order and linear higher order ordinary differential equations, systems of equations, Laplace transforms.

MATH A325 **Advanced Mathematical Programming.** (3) (Prereq: MATH A225 with a C or better) This course emphasizes the use of mathematical software packages to implement and solve complex (linear, discrete, and continuous) mathematical models. Assessment of the validity of these models using real-world data will also be discussed.

MATH A399 **Independent Study. (3-9)** (Prereq: consent of instructor)

MATH A420 **History of Mathematics. (3)** (Prereq: Grades of C or better in MATH A142 and MATH A174 or consent of instructor) A survey of the development of mathematics from ancient times to the present with emphasis on the development of algebra, geometry, and calculus, and the contributions of mathematics to advances in science and technology.

MATH A492 **Topics in Mathematics.** (3 each) (Prereq: Consent of instructor) Study of selected mathematical topics. To be offered as a lecture course on a "demand basis" only.

MATH A503 **Geometry for Middle and High School Mathematics Teachers (3)** (Prereq: By examination placement above MATH A112, or a grade of C or better in MATH A221 or MATH A222, or by a grade of C or better in MATH A111 and MATH A112, or consent of instructor). Topics include methods of proofs, concepts and selected theorems of Euclidean geometry with a concentration on proofs/problem-solving using geometric concepts with selected software. Open only to Education majors.

MATH A518 **Industrial Mathematics I. (3)** (Prereq: Grades of C or better in MATH A174 and MATH A544 and STAT A509) The construction of mathematical models for applied problems using discrete mathematics and statistics. This course emphasizes the use of advanced mathematical methods for the solution of "real world" problems arising from an industrial setting.

MATH A519 **Industrial Mathematics II. (3)** (Prereq: Grades of C or better in MATH A242 and MATH A544) The construction of mathematical models for applied problems in terms of ordinary and partial differential equations. This course emphasizes the use of advanced mathematical methods for the solution of "real world" problems arising from an industrial setting.

MATH A531 **Foundations of Geometry. (3)** (Prereq: MATH A241 or consent of instructor) The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.

MATH A544 **Linear Algebra. (3)** (Prereq: Grade of C or better in MATH A241 or departmental permission) Vector spaces, linear transformations and matrices, determinants. Systems of equations, inversion, characteristic equations, eigenvectors, eigenvalues, Cayley-Hamilton theorem, quadratic forms, Jordan and rational forms, functions of matrices.

MATH A546 **Introduction to Algebraic Structures. (3)** (Prereq: Grades of C or better in both MATH A241 and MATH A174, or departmental permission) Sets, mappings, equivalence relations. Elementary properties of semi-groups, groups, rings, fields.

MATH A550 **Advanced Multivariable Calculus. (3)** (Prereq: Grade of C or better in MATH A241 or consent of instructor) Vector calculus of n-variables; implicit and inverse function theorems; extremum problems; Lagrange multipliers; Taylor series; Jacobians; multiple integrals; line integrals; vector fields; surface integrals; theorems of Green, Stokes, and Gauss.

MATH A552 **Complex Variables. (3)** (Prereq: Grade of C or better in MATH A241). Complex integration, calculus of residues, conformal mapping, Taylor and Laurent series expansions, applications.

MATH A554 **Introduction to Analysis. (3)** (Prereq: MATH A241) Theory of functions of one variable; limits; continuity; differentiation, integration; Taylor series; power series; sequences and series of functions.

MATH A590 **Math/CS Capstone Seminar. [=CSCI A590] (3)** (Prereq: Senior standing in math/CS, industrial math or math ed major, or departmental permission). Intended

primarily for math/CS majors, industrial math majors, and math ed majors. Each student is required to do an in-depth study of some topic to be presented orally and in writing in class, and to participate in the discussion and debate of topics presented by other students. Topics will be tied together under a common theme chosen by the faculty.

MATH A591 **Capstone II. (3)** (Prereq: MATH A590 with a C or better) MATH A591 is a coninuation of MATH A590. In MATH A591 students will conclude and present the indepth study or research project started in MATH A590.

Statistics (STAT)

STAT A201 **Elementary Statistics. (3)** (Prereq: Grade of C or better in MATH A108, or departmental permission). An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics,probability, sampling, tests of hypotheses, estimation, simple linear regression, and correlation. To give students throughout the university a non-calculus-based introduction to the application of modern statistical methods including descriptive and inferential statistics. Appropriate technology will be used to support the course. Primarily for students in fields other than mathematics who need a working knowledge of statistics. (Four hours per week typically divided into two hours of lecture and two hours of collaborative learning, discussion, and exploratory activities.)

STAT A509 **Statistics. (3)** (Prereq: Grade of C or better in MATH A141; or in both MATH A122 and one of MATH A170, STAT A201, or PSYC A225; or departmental permission). Basic probability and statistics with applications. Data collection and organization, elementary probability, random variables and their distributions, estimation and tests of hypotheses, linear regression and correlation, analysis of variance, applications, and use of a statistical package.

STAT A510 **Statistical Quality Assurance. (3)** (Prereq: Grade of C or better in STAT A509) Basic graphical techniques and control charts. Experimentation in quality assurance. Sampling issues. Other topics include process capability studies, error analysis, estimation, and reliability.

Department of Psychology

Edward J. Callen, Department Chair

Professors

Edward J. Callen (Psychology), Ph.D., Northern Illinois University, 1986, *Strom Thurmond Endowed Chair in Social and Behavioral Sciences*
Maureen H. Carrigan (Psychology), Ph.D., State University of New York - Binghamton, 1998, *Carolina Trustee Professor*

Associate Professor

Jane A. Stafford (Psychology), Ph.D., State University of New York - Binghamton, 2002 *Director*, *Psychology Graduate Program*

Assistant Professors

Anne Ellison (Psychology), Ed.D, Northern Arizona University, 1980
Meredith Elzy (Psychology), Ph.D., University of South Florida, 2013
Adam Pazda (Psychology), Ph.D., University of Rochester, 2015
Alexandra Roach (Psychology), Ph.D., University of California Davis, 2014.
Laura Swain (Psychology), Ph.D., University of South Carolina Columbia, 2008

Distinguished Professors Emeriti

Thomas L. Boyd (Psychology), Ph.D., State University of New York-Binghamton, 1978
O. Joseph Harm (Psychology), Ph.D., Vanderbilt University, 1975
William J. House (Psychology), Ph.D., University of South Carolina, 1974
Keri A. Weed (Psychology), Ph.D., Notre Dame, 1984

Department Mission Statement

The mission of the University of South Carolina Aiken Department of Psychology is to educate students in the knowledge, research techniques, and basic and applied perspectives of the various subfields of psychology in an individualized learning environment.

Psi Chi

The Psychology Department sponsors a campus chapter of Psi Chi. Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.

Curricula

In order to be awarded a bachelor's degree, students must complete the basic degree requirements listed below and specific major requirements. Students seeking a bachelor's degree in the Department of Psychology must have a grade of C or better in each major course in order for that course to count toward major credit. Courses in which a grade of less than C is made may be repeated. Developmental courses will not count toward the 120-hour requirement for a bachelor's degree in this department. The basic requirements include the cognate or minor. The cognate is a minimum of 12 hours with grades of C or better of course work which support the major. The cognate must be selected from specific upper-level courses in related areas and must be approved by the student's advisor. However, it is the student's responsibility to plan a suitable course of study for his/her goals and to consult frequently with a major advisor as to the selection of courses. Requirements for a minor are specified within the department offering it. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Technological Literacy in Psychology

To meet the requirement of computer competency, psychology majors are required to successfully complete PSYC A326, Quantitative Analysis Laboratory, and PSYC A328, Method and Design in the Behavioral Sciences.

Attendance Policy

Each faculty member in the Department of Psychology will establish the attendance policy for his/her own classes and will include that policy in the course syllabus.

Bachelor of Science—Major in Psychology

To be awarded the Bachelor of Science degree with a major in psychology, the students must complete the University General Education Requirements, plus at least three additional hours in humanities, social and behavioral sciences, natural/physical science, or mathematics. Cognate or minor requirements must be selected from humanities, social and behavioral sciences, natural/physical sciences, mathematics, and/or business courses. The cognate courses must be selected from specific upper-level courses in related areas and must be approved by the student's advisor. At least one course numbered higher than MATH A108 must be taken as partial fulfillment of the general education math requirements. Psychology A101 must be completed toward fulfillment of the Social and Behavioral Sciences general education requirement. All psychology majors are required to take four core courses: Psychology A300, A325, A326 and A328; and choose one of three areas: Neuroscience, Social/Developmental Psychology, or Clinical/Applied Psychology. All Psychology majors are required to complete Reflective Capstone Experience in Psychology (PSYC A499) in their Senior year. Students planning to do graduate work should take as many of the 300-400-level courses as possible. Psychology students may take up to three hours of courses in PSYC A498 or A598 for major credit; an additional three hours of course work for this type may be counted as elective credit. Students may not count more than 60 hours of psychology courses toward the 120 hours required for the baccalaureate degree. At least 12 hours of the required upper-level (300 and above) major credit for the Psychology B.S. must be earned in courses taken in the USC Aiken Psychology program.

1. General Education Requirements 53-56

A. Knowledge of Human Cultures and the Physical and Natural World 34-38
At least three hours must be in **non-Western World Studies**, unless an ap-

proved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   PSYC A101 and from Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1] 9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)
6. One additional course in humanities, social and behavioral sciences, natural/physical sciences, or mathematics courses 3-4

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication.....3
   (COMM A201, COMM A241)

4. Math/Statistics/Logic 6
   (At least one course numbered higher than MATH A108)

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on page ... 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements[2].....39

Option 1: Neuroscience

1. PSYC A300, A325, A326, A328.....11
2. PSYC A470.....3
3. Three courses selected from PSYC A360, A370, A375, A450, A475.....9
4. One lab from the following PSYC A361, A371, A451, A471.....1
5. One course selected from PSYC A320, A350, A420, A425, A440, A460, A480.....3
6. One course selected from PSYC A310, A330, A340, A380, A400, A405, A410, A415, A430, A435, A490.....3
7. Two additional lab courses.....2
8. Any two psychology courses above 300.....6
9. Psychology A499 Reflective Capstone Experience in Psychology…….....1

Option 2: Social/Developmental Psychology

1. PSYC A300, A325, A326, A328.....11
2. PSYC A310 or PSYC A340.....3
3. Three courses selected from PSYC A310, A330, A340, A380, A400, A405, A410, A415, A430, A435, A490.....9
4. One lab from the following: PSYC A331, A341, A381.....1
5. One course selected from PSYC A320, A350, A420, A425, A440, A460, A465, A480.....3
6. One course selected from PSYC A360, A370, A375, A450, A470, A475.....3
7. Two additional lab courses.....2
8. Any two psychology courses above 300.....6
9. Psychology A499 Reflective Capstone Experience in Psychology…….....…1

Option 3: Clinical/Applied Psychology

1. PSYC A300, A325, A326, A328.....11
2. PSYC 320.....3
3. Three courses selected from PSYC A350, A420, A425, A440, A460, A465, A480.....9
4. One lab from the following PSYC A351, A421, A461.....1
5. One course selected from PSY A360, A370, A375, A450, A470, A475.....3
6. One course selected from PSYC A310, A330, A340, A380, A400, A405, A410, A415, A430, A435, A490.....3
7. Two additional lab courses.....2
8. Any two psychology courses above 300.....6
9. Psychology A499 Reflective Capstone Experience in Psychology…….....…1

3. Cognate or Minor..... 12-18
Must be selected from humanities, social and behavioral sciences, natural/physical science, mathematics, and/or business courses.

4. Free Electives..... 6-14

Total hours required 120

[1] For a list of courses that will meet the Humanities general education requirement, see page 30.

[2] A grade of C or better is required in all cognate courses.

Minor in Psychology

Requirements:

Psychology A101 3
One course selected from PSYC A310, A320, A330, A340 3
One course selected from PSYC A350, A360, A370,A380, A450, A470.3
One course selected from PSYC A400 and higher 3
Two courses from the 300 level or above 6

Total 18

Minor in Neuroscience

Category 1: Core Courses..... 8
PSYC A470 Neuroscience (3)
PSYC A471 Neuroscience Lab (1)

BIOL A367 Neurobiology (4)

Category II: Molecular and Cellular Basis of Neuroscience.....3-7

BIOL A302 Cell and Molecular Biology (4)
BIOL A340 Virology (4)
BIOL A502 Eukaryotic Cellular and Molecular Biology (3)
BIOL A541 Principles of Biochemistry (3)
BIOL A550 Immunology (3)
PSYC A375 Neorobiology of Stress (3)
PSYC A475 Psychopharmacology (3)

Category III: Systems in Neuroscience.....3-7

BIOL A360 Animal Physiology (4)
BIOL A366 Animal Behavior (4)
BIOL A510 Developmental Biology (4)
EXSC A459 Research Topics in Exercise and Sports Science (3)
PSYC A360 Cognitive Processes (3)
PSYC A361 Cognitive Processes Lab (1)
PSYC A370 Cognitive Neuroscience (3)
PSYC A371 Cognitive Neuroscience Lab (1)
PSYC A450 Sensation and Perception (3)
PSYC A451 Sensation and Perception Lab (1)

Total.....18

Course Descriptions

Psychology (PSYC)

A grade of C or better in Psychology (PSYC) A101 is a prerequisite for all courses unless otherwise specified.

PSYC A101 **Introductory Psychology. (3)** An introduction to the areas of the study of human behavior, theories and facts, research and application.

PSYC A298 **Introduction to Psychological Research .** (1) (Prereq: departmental permission) An introduction to the research process through participation in lab meetings of one or more psychology faculty. May be repeated once for credit. May not be used for major credit. (Pass/Fail only)

PSYC A300 **History and Systems of Psychology. (3)** Introduction to the historical foundations of psychology, its influence on contemporary psychological thought, and the growth of psychology as a science. The course covers concepts of various schools of psychological thought and contemporary theoretical systems as they have evolved historically, including ideas expressed by philosophers, physiologists, and psychologists. Emphasis will be on the major systems (or schools) of psychology, namely structuralism, functionalism, behaviorism, psychoanalysis, and cognitive psychology within a broad context of both science and society. A consideration of how external events shaped the field and how science informs psychological practices will be discussed. The impact of various forms of diversity on the science and study of psychology will be covered.

PSYC A310 **Developmental Psychology. (3)** A survey of human development from conception through senescence, the description and explanation of changes resulting from maturation and environmental experiences.

PSYC A320 **Abnormal Psychology. (3)** A survey of the major types of behavior pathology, their determinants and therapeutic interventions.

PSYC A325 **Psychological Statistics (3)** (Prereq: Grade of C or better in MATH A108, placement above MATH A108, or permission of instructor) An applied introduction to the analysis of data.

PSYC A326 **Psychological Statistics Lab. (1)** (Prereq or coreq: PSYC A325 or consent of instructor) Practice in the analysis of data using activity-based learning. Emphasis will be on the use of standard computer statistical analysis systems and the interpretation of results. Students will learn to access data files from the Internet for analysis. Required of all psychology majors. Optional for other majors. One three-hour laboratory per week.

PSYC A328 **Method and Design in the Behavioral Sciences. (4)** (Prereq: Grades of C or better in PSYC A325 and PSYC A326 or consent of instructor) A survey of the goals, problems, and methods of the contemporary study of behavior. Three lectures and three laboratory hours per week.

PSYC A330 **Personality Psychology. (3)** The major theoretical perspectives of normal personality development, structure, dynamics, assessment, and change.

PSYC A331 **Personality Assessment Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325) (Prereq or Coreq: Grade of C or better in PSYC A326; PSYC A330) Practice in developing a measure of various personality traits and testing hypotheses that some traits are related to each other. One three-hour laboratory per week.

PSYC A340 **Social Psychology. (3)** The study of interpersonal processes including topics such as conformity, attraction, altruism, aggression, prejudice, persuasion, and group dynamics.

PSYC A341 **Social Research Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A340; or consent of instructor) Practice in measuring various psychosocial processes such as attitudes and social behaviors. One three-hour laboratory per week.

PSYC A350 **Principles of Learning and Behavior. (3)** An examination of classical and instrumental (operant) conditioning principles within classic and contemporary theoretical frameworks. Concepts such as habituation, reinforcement, punishment, aversive learning, extinction, memory, and biological constraints on learning will be addressed. The research focus will be on animal learning experiments, with relevance to the analysis of human behavior illustrated.

PSYC A351 **Principles of Learning and Behavior Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A350; or consent of instructor) Practice in experimental techniques in the study of learning. One three-hour laboratory per week.

PSYC A360 **Cognitive Processes. (3)** Classical and contemporary approaches to the study of human memory, attention, cognitive growth, problem solving, and language.

PSYC A361 **Cognitive Processes Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A360; or consent of instructor) Practice in experimental techniques to measure cognitive phenomena, including perception, attention, memory, and language. One three-hour laboratory per week.

PSYC A370 **Cognitive Neuroscience. (3)** Examination of theories and research of the neural bases of various cognitive functions, such as memory, attention, perception, and problem solving.

PSYC A371 **Cognitive Neuroscience Lab. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A370) Practice in the various behavioral and electrophysiological research methodologies in the study of the neural bases of cognitive functions. One three-hour laboratory per week.

PSYC A375 **Neuorobiology of Stress. (3)** An examination of empirical research focusing on basic, translational, and clinical research of stress and its effect on the brain and behavior. Topics will include structural, physiological, and adaptive plasticity; pathophysiology of stress; acute and chronic stress; effects of stress on memory and cognition; stress-related neuropsychiatrict disorders (depression, trauma, PTSD); and neuropsychopharmacology.

PSYC A380 **Motivation. (3)** The study of human behavior as it is determined by motives and emotions. An analysis of primary and learned motivators in the context of

contemporary research and theory, with emphasis on the relationship of motives and emotions to the reward, punishment, and energization of behavior.

PSYC A381 **Motivation Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A380; or departmental permission) Practice in the experimental techniques in the study of human motives and emotions. Students will develop methodological skills in the assessment and manipulation of the physiological, cognitive, and behavioral determinants of the motives and emotions. One three-hour laboratory per week.

PSYC A398 **Intermediate Psychological Research (1-3)** (Prereq: PSYC A298; prereq or co-req: PSYC A325, PSYCA 326, and departmental permission.) Students will participate in on-going psychological research. Students will be expected to produce a written or oral report of their research activities. May be repeated for a maximum of three credit hours. May not be used for major credit. (Pass/Fail only)

PSYC A400 **Psychology of the Exceptional Child. (3)** (Prereq: PSYC A310) A study of the mentally, sensory, or physically handicapped or disabled child and the gifted/talented child; the characteristics, causes, needs and guidance of development. Stability and change in cognition, social behavior, and personality will be explored.

PSYC A405 **Infant and Child Psychology. (3)** (Prereq: PSYC A310) Theories, methods, and substantive issues of development. Stability and change in cognition, social behavior, and personality will be explored.

PSYC A410 **Psychology of Adolescence. (3)** (Prereq: PSYC A310) The intellectual, emotional and social development of adolescent individuals, challenges, and adjustments.

PSYC A415 **Adult Development. (3)** (Prereq: PSYC A310) Intellectual, emotional, and social changes from young adulthood through death and dying. Life tasks relevant to young, middle, and old ages will be covered.

PSYC A420 **Behavior Modification. (3)** An introduction to methodological behaviorism including topics pertaining to behavioral change strategies, behavioral measurement, research designs, and interventions in treatment settings.

PSYC A421 **Behavior Modification Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or Coreq: Grade of C or better in PSYC A326) Practice in the application of behavioral principles to alter human and animal behavior. Specific principles and techniques from operant conditioning and respondent conditioning will be used.

PSYC A425 **Childhood Psychopathology. (3)** An introduction to the field of abnormal child psychology and the associated major theories. Students will be exposed to the pathogenic process (i.e. developmental sequence) of psychological disorders from early childhood to late adolescence. A major goal of the course is to promote critical thinking on major issues such as the genetic, biological, and environmental influences on behavior, emotions, and personality in conjunction with associated assessment, diagnostic, and treatment controversies.

PSYC A430 **The Psychology of Close Relationships. (3)** An examination of the major theoretical perspectives and current empirical findings in the study of close relationships, focusing on relationship development and maintenance with a particular emphasis on romantic relationships. Topics will include attraction, theories of love, relational processes (attachment and intimacy), common issues in relationships (miscommunication, jealousy, conflict, etc.), and relationships and health.

PSYC A440 **Psychological Testing and Measurement. (3)** An overview and application of psychological tests and measurement techniques. This course will emphasize test construction and psychometric properties of psychological tests, including measure of behavior, personality, intelligence, and aptitude. This course will also cover general ethical, and applied issues of testing.

PSYC A450 **Sensation and Perception. (3)** Classical and contemporary approaches to how we perceive and respond to the environment, including sensory processes, motion perception, art, and illusions.

PSYC A451 **Sensation and Perception Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A450; or consent of instructor) Practice with psychophysics, physiological measures, and other methodologies used to investigate and experience perceptual phenomena. One three-hour laboratory per week.

PSYC A460 **Introduction to Clinical Psychology. (3)** An introduction to applied psychology including knowledge of theory, diagnosis and assessment, treatment, and ethical issues in clinical psychology. Students will receive some in-class training in clinical interviewing and assessment techniques.

PSYC A461 **Behavioral Therapy Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC A320 or PSYC A460; or consent of instructor) Students will be provided with supervised training and experience in various behavioral therapy/modification techniques in working with select clinical populations. One three-hour laboratory per week.

PSYC A465 **Psychology of Addictive Behaviors. (3)** An introduction to the psychology of addictive behaviors, including an overview of the major theories of why people use/abuse substances. The major approaches used to treat addictive behaviors will be covered. A major goal of the course is to stimulate critical thinking in this area and to increase understanding of the links between theory and intervention. A second goal of the course is to introduce the student to contemporary issues and controveries related to addictions.

PSYC A470 **Neuroscience. (3)** Neuroscience explores how the brain and nervous system function to generate behavior, emotion, and cognition. This course offers an introduction to the mammalian nervous system, with emphasis on the structure and function of the human brain. Topics covered include the function of nerve cells, neuroanatomy, sensorimotor physiology, control of movement and speech, neuroplasticity, learning and memory, emotion, and diseases of the brain.

PSYC A471 **Neuroscience Laboratory. (1)** (Prereq: Grade of C or better in PSYC A325; Prereq or coreq: Grade of C or better in PSYC A326; PSYC 470; or consent of instructor) Practice with biological and behavioral methodologies used to investigate the physiological bases of behavior. One three-hour laboratory per week.

PSYC A475 **Psychopharmacology. (3)** (Prereq: PSYC A101) Basic psychopharmacological concepts including the effect of drugs on animal and human behavior, sensation, mood, cognition, and physiology, and the mechanisms underlying these effects. Topics will include the use of medications to treat mental disorders, side effects of drugs, contraindications (drug-to-drug interactions), pharmacogenetics (inherited differences in metabolic pathways), pharmacokinetics (body's effect on drug), and pharmacodynamics (drug's effect on body).

PSYC A480 **Health Psychology. (3)** A survey of the psychosocial physical therapy occupational therapy cytotechnology dental hygiene medical records administration respiratory therapy radiologic technology physician assistant. Students plan with their academic advisors a set of courses which best prepares them for the particular chosen field. Normally students pursuing medical technology, cytotechnology, and radiologic technology are advised by faculty in the Department of Chemistry and Physics.Students interested in physical therapy, occupational therapy, dental hygiene, respiratory factors that influence wellness, disease, and the performance of health behaviors. Illness prevention, management, and treatment will be examined.

PSYC A485 **Psychology of Stress and Coping. (3)** An examination of factors pertaining to stress, stress triggers, and the stress response. Topics will include psychological, biological, and socio-cultural factors related to stress. The course will cover both historical and current applications pertaining to stress theories, and will focus on understanding how to reduce or manage stress by exploring and utilizing multiple coping strategies and techniques.

PSYC A486 **Stress and Coping Laboratory. (1)** (Prereq: PSYC A325; Prereq or coreq: PSYC A326 and PSYC A485) Practice in the experimental techniques used in the study of stress and coping, which will focus on a myriad of factors pertaining to stress, stress triggers, and the stress response. Course topics will include psychological, biological, and socio-cultural factors related to stress. Additionally, applications will involve utilizing multiple coping strategies and techniques to better understand how to reduce or manage stress.

PSYC A490 **Human Sexuality. (3)** Physiological and psychological aspects of human sexual behavior. A survey and theoretical understanding of normal and abnormal forms of sexual behavior and their treatment.

PSYC A498 **Advanced Psychological Research (1--3)** (Prereq: PSYC A398, Prereq or coreq: PSYC A328 and departmental permission) Students will take responsibility for developing and conducting a research project within the context of on-going departmental projects. Students will be expected to produce a written or oral report of results. May be repeated for a maximum of six credit hours. A maximum of three hours of either PSYC A498 or PSYC A598 may be used for psychology major credit.

PSYC A499 **Reflective Capstone Experience in Psychology. (1)** A capstone course for senior psychology majors to integrate and synthesize thoughtfully their experiences and accomplishments during their collegiate career. Students will reflect on all of their learning experiences with special emphasis placed on high-impact practices and the benefits of these activities inside and outside of the classroom. Students will utilize these reflections to create a showcase ePortfolio demonstrating their growth and development over the course of their collegiate career.

PSYC A500 **Seminar in Advanced Psychology. (3)** Intensive study of topics of current interest in psychology. Topics will be announced. Course may be taken twice with different topics.

PSYC A598 **Senior Research Thesis. (3)** (Prereq: PSYC A328, A398, and department permission) Student will conduct an original research project under instructor's supervision. May be repeated for a maximum of six credit hours. A maximum of three hours of either PSYC A498 or PSYC A598 maybe used for psychology major credit.

Pre-Professional Curricula

Offered by the Department of Biology and Geology and the Department of Chemistry and Physics

Pre-Professional Advisors

William H. Jackson, Department of Biology and Geology
Monty Fetterolf, Department of Chemistry and Physics

Curricula

A number of pre-professional curricula are offered by the Department of Biology and Geology and the Department of Chemistry and Physics. Students will be assisted in planning and course selection by a faculty advisor. It is the responsibility of each student to see to it that all requirements for his or her pre-professional curricula are completed.

Allied Health Professions

USCA offers science-oriented students the opportunity of completing one of several two-year pre-professional plans including: medical technologytherapy, and medical records administration are advised by Dr. Suchreet Mander. After completing 60 semester hours, the student can usually apply for admission to a professional degree program at another institution, such as the Medical University of South Carolina or Augusta University. The USC Aiken Department of Exercise and Sports Sciences offers a baccalaureate degree in Exercise and Sports Science with a concentration in Allied Health. For more information, see the Exercise and Sports Science section of this bulletin or visit USC Aiken Exercise and Sports Science online at http://web.usca.edu/exercise.

Pre-Veterinary Science

There is no absolute, prescribed curriculum for entrance to schools of medicine, dentistry, or veterinary science. The admissions committee of the professional schools will critically assess aspiring students as to their GPA, entrance test scores, and the personal interview. Typically, the minimum college credits in the following subjects are required:

General Chemistry.....8 hours
Organic Chemistry.....8 hours
Biology.....8 hours
Physics.....8 hours
Mathematics.....6 hours
English.....6 hours

Students entering these professional areas generally have a bachelor's degree, usually in science. At USC Aiken, a student can complete these entrance requirements and at the same time receive a Bachelor of Science degree with a major in biology or chemistry. Students majoring in chemistry and seeking to enter these professional areas should contact Dr. Monty Fetterolf in the Department of Chemistry and Physics for advisement. For those students majoring in biology, the Pre-Med advisor is Dr. William Jackson, and the Pre-Vet advisor is Dr. Michelle Vieyra.

Pre-Pharmacy

The South Carolina College of Pharmacy with two campuses located in Columbia and Charleston accepts applications for admission from both students who have finished a bachelor's degree and from those who have not, provided that all students have completed a fixed set of required courses. The USC Aiken pre-pharmacy curriculum, overseen by faculty members in the Department of Chemistry and Physics, satisfies the set of required courses for the South Carolina College of Pharmacy as well as for most other pharmacy schools although some modifications may be needed. Students are strongly encouraged to apply to more than one pharmacy school and therefore will need to bring the list of required courses from those other schools with them to their first meeting with their advisor. The required courses for admission to the South Carolina College of Pharmacy are usually taken over four to six semesters and cover a wide range of subjects.

Required Courses:

English--ENGL A101 and A102

Math--MATH A122 or A141

Statistics--STAT A201 or BIOL A305

General Biology--BIOL A121 and A122

Biology--Biol A121, A122, A2243, A244, A250 or A330

Chemistry--CHEM A111, A112, A331, A331L, A332, A332L

General Physics--PHYS A201 or A211

Introductory Psychology--PSYC A101

Macro- or Microeconomics--ECON A221 or A222

Communication--COMM A201 or A241

Three elective courses in the area of Humanities or Social Science

Students who will obtain a bachelor's degree from USC Aiken will take the courses listed above as well as those additional courses in the USC Aiken general education curriculum. These additional requirements are listed in this bulletin. Because of the science orientation fo the pre-pharmacy curriculum, students generally major in biology or chemistry and the decision of when to apply for admission to one of the pharmacy schools is made in consultation with the advisor. Generally, only a student with a strong GPA and a strong Pharmacy College Admission Test score will be successful in their application given the highly competitive nature of the admissionis process.

Miscellaneous Pre-Professional Areas

Students who wish to pursue a career such as forestry, plant science, animal science, horticulture, agronomy, cooperative education programs, marine science, etc. may complete one or more years at USC Aiken. They should maintain close liason with their local advisor and an advisor in the school to which they plan to transfer.

School of Business Adminstration

School of Business Administration

Michael J. Fekula, Ph.D., Dean of the School of Business

Mission Statement

The mission of the University of South Carolina Aiken School of Business Administration is to prepare a diverse student population--primarily from South Carolina and the Central Savannah River Area (CSRA)--for successful business careers.

To accomplish the mission, the School seeks to create a caring learning environment that helps our students understand the global, technological, and ethical issues in today's business world.

The undergraduate business program is delivered through quality instruction in both face-to-face classroom settings as well as through an online degree completion program for place-bound or non-traditional students, while the graduate business program is delivered on a part-time basis in a face-to-face classroom setting.

SOBA faculty maintain currency within their business disciplines by conducting relevant research, with a primary emphasis on peer-reviewed intellectual contributions in applied research, including both contributions to practice and learning and pedagogical research, and a secondary emphasis on discipline-based scholarship, which involves basic or theoretical research.

SOBA faculty are engaged outside the University through service in scholarly and professional organizations in their disciplines as well as business consulting and training activities provided to the local community.

Vision Statement

The USC Aiken School of Business Administration will be recognized as an exemplary provider of undergraduate business education for both traditional and non-traditonal students and graduate business education for non-business students in South Carolina and neighboring states.

Core Values

Communication: SOBA students will develop the written and oral communication skills necessary for success in their business careers.

Technology: SOBA students will develop the basic technical skills to prepare them for their business careers.

Globalization: SOBA students will acquire a global perspective of the modern business environment.

Business Knowledge: SOBA students will acquire the basic business knowledge necessary for success in their business careers.

Ethics and Social Responsibility: SOBA students will develop an appreciation for ethical decision-making, and the social responsibility of business to all stakeholders.

Diversity

The School of Business Administration encourages students and faculty to appreciate and welcome diversity in the global workplace.

Code of Ethics

The School of Business Administration seeks to promote the highest level of ethical standards, among its graduates, students, faculty, and administrators. Pursuant to that end, they are expected to follow the norms and standards established by their individual professional and academic organizations in terms of their responsibility toward all stakeholders. The following code of ethics is, therefore, established as an addition to the standards of each individual's professional organizations.

Graduates, students, faculty, and administrators of the School of Business Administration should:

- Be forthright and truthful in dealings with all of the organization's stakeholders
- Serve as a model of ethical decision-making to others and always set and exemplify the highest standards of ethical behavior.
- Seek to do no harm, but when they make a mistake, admit it quickly and try not to conceal it.
- Conduct all activities in good faith.
- Accept the consequences of their decisions, and take responsibility for individual decisions and actions.
- Recognize the basic dignity of all by treating others as they would wish to be treated.
- Fulfill their philanthropic and societal responsibilities to others.

Accreditation

The University of South Carolina Aiken School of Business program is accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

Professors

Michael J. "Mick" Fekula (Dean and Professor of Management), Ph.D., Pennsylvania State University, 1994, *Mr. and Mrs. Phinizy Timmerman Chair in Enterprise Development*
David Harrison (Accounting), Ph.D., CPA, CMA, Virginia Polytechnic Institute & State University, 1977
School of Business Administration Chair in Global Business
Richard A. Heiens, III (Marketing), Ph.D., Florida State University, 1993, *Walter F. O'Connell/Palmetto Professorship for Director of O'Connell Center for Excellence and Technology*
Robert T. Leach (Finance), Ph.D., Kent State University, 1997
Leanne C. McGrath (Management), Ph.D., University of South Carolina, 1983, *John M. Olin/Palmetto Professorship in Entrepreneurial Development*
Sanela Porca (Economics), Ph.D., University of Tennessee, 2002

Associate Professors

Ravi Narayanaswamy (Management Information Systems), Ph.D., Clemson University, 2009
Paul Newsom (Finance), Ph.D., University of Arkansas, 2003, *Mr. and Mrs. Phinizy Timmerman Chair in Enterprise Development*
Linda C. Rodriguez (Management), Ph.D., University of Texas-Pan American, 2008
Frank Xie (Marketing), Ph.D., Georgia State University, 2003, *John M. Olin/Palmetto Professorship in Entrepreneurial Development*

Assistant Professors

Timothy L. Baker (Accounting), D.B.A., Kennesaw State University, 2016
Marouen Ben Jebara (Management), Ph.D., University of Toledo, 2015
Patsy G. Lewellyn (Accounting), DBA, CPA, Louisiana Tech University, 1987
Kathy Mack (Management), Ph.D., Virginia Tech University, 1995

Instructors

John Engel (Business), MBA, Augusta University, 2009
Lindsay E. Griswold (Accounting), M.A.C.C., University of Georgia, 2005

Adjunct Faculty Members

Gerard Engeholm, Ph.D., New York University, 1996
Brent Hoover, M.B.A., University of North Carolina, 2013
Irene K. Rudnick (Law), LL.B., University of South Carolina, 1952
Robyn Verdery, M.B.A., Augusta University, 1996
Kathleen Wates, M.A.C.C., University of South Carolina, 1991

Distinguished Professors Emerita

William H. Marsh (Finance), Ph.D., University of South Carolina, 1978

Donald W. Mitcham (Management), D.B.A., Georgia State University, 1974
Marsha R. Shelburn (Economics), Ph.D., UNC-Chapel Hill, 1980

Professor Emeriti
William L. Shelburn (Marketing), M.B.A., James Madison University, 1974

Curricula

The School of Business Administration offers the Bachelor of Science in Business Administration degree. Areas of concentration are accounting, finance, management, and marketing. To qualify for graduation, a student must meet general education requirements, business core requirements, and area of concentration requirements, as stated below.

Students are encouraged to choose courses that will contribute to their educational development in the liberal arts as well as to their development and preparation for particular careers. Students should study the degree requirements under which they are to graduate and should seek proper advisement. It is to their advantage to decide their areas of concentration as soon as possible. This is particularly true of the student that plans to finish degree requirements at another campus. Where this is done, proper course selection is facilitated.

Master of Business Administration

The USC Aiken School of Business offers an MBA Program with specializations taught fully online. Please see page 179 for more information about the MBA program.

Admissions Standards for the Professional Business Administration Program

The baccalaureate curricula of the School of Business Administration are divided into general education and upper-level business course work, which constitute the School of Business Professional Program. Students who fulfill the admission requirements of the University may enroll in any general education course and any business courses at the 100 or 200 level provided they meet individual course prerequisites. They may also enroll in upper-level business courses, numbered 300 or higher, provided they meet individual course prerequisites and have not been denied admission into the School of Business Administration Professional Program.

At the end of each fall and spring semester, the academic records of business students are audited to identify those students who meet the following criteria.

Option #1:

1. The student has declared a business administration major.
2. The student has earned at least 45 hours of credit.
3. The student has earned an overall grade point average (collegiate GPA) of 2.5 or higher.
4. The student has completed the following:
   ENGL A101
   ENGL A102
   MATH A170
   ECON A221 or ECON A222
   BADM A225
   BADM 290 (with a grade of C or better)

Option #2:

1. The student has declared a business administration major.
2. The student has earned at least 45 hours of credit.
3. The student has earned an overall grade point average (collegiate GPA) of 2.0 or higher.
4. The student has completed each of the following courses with a minimum grade of C or better and has earned an overal GPA of 2.5 or higher across these courses:
   ENGL A101
   ENGL A102
   MATH A170
   ECON A221 or ECON A222
   BADM A225
   BADM A290

Students who meet these criteria are admitted into the Professional Program. The assessment of academic records of transfer students who enter USC Aiken with 45 or more credit hours toward a degree is made at the end of the semester of entry.

When students are in their last semester of courses qualifying them for admission into the Professional Program, they will be allowed one "transition" semester during which they may also take 300-level courses for which they have already met the prerequisites. During the transition semester, students must successfully complete all remaining Professional Program admission requirements. If, at the end of this transition semester, the student's Professional Program admission requirements remain incomplete, then the student will not be allowed to enroll in any other required 300-level business courses until the admission requirements are complete.

The student who is assessed for admittance into the Professional Program and is denied acceptance will NOT be permitted to register for upper-level business courses (300 level and above) without the Dean's approval This enrollment restriction will remain in force until the student has raised his/her cumulative GPA to 2.50 or higher and has been admitted into the Professional Program. Assessed students are notified of their admittance or non-admittance into the Professional Program. Students denied admittance into the Professional Program may appeal the decision to the Professional Program Committee.

Bachelor of Science in Business Administration--

Major In Business Administration

1. General Education Requirements 53-56

A. Knowledge of Human Cultures and the Physical and Natural World 34-37

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biology, Chemistry, Physics, Geology, Astronomy (one lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences
   ECON A221, A222 6
   Psychology, Sociology, Anthropology, Political Science, Geography 3
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (three courses from at least two areas)[1] 9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym), Honors (HONS acronym),
   Literature (all students must take an English literature course numbered 200 or above)

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive

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courses (see #6) and other English courses.

3. Oral Communication.....3
(COMM A201, COMM A241)

4. MATH A170 and MATH A122 or a higher level of calculus 6

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
(POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
Two approved events in each semester of enrollment.
For more information, see ICE Program requirements on pages 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Business Core Requirements.....39
BADM A225, A226, A290, A296, A345,A350, A363, A371, A379, A383[2], A390, A478, MGMT A475

3. Area of Concentration Requirements

Accounting:.....27
ACCT A321, A331, A332, A333, A334, A435, A439 21
Two courses from the following:
ACCT A322, A336, A437, ACCT/FINA A338.....6

Finance:.....27
FINA/ACCT A338, A412, A421, A460, A463, A469.....18
Business or economics courses (300 or above) 9

Management:.....27
MGMT A374, A376, A473, A477.....12
Three courses from the following:
MGMT A378, A411, A442, BADM A380, BADM A494.....9
Business or economics courses (300 or above) 6

Marketing 27
MKTG A454, A457, A558.....9
Three courses from the following:
MKTG A353, A452, A455, A459, A551;
BADM A429.....9
Business or economics courses (300 or above) 9

4. Free Electives.....2

Total hours required:

***(Accounting, Finance, Management, Marketing)* 121-124**

[1] A detailed and more complete listing of humanities courses is given on pages 31.

[2] A study abroad academic course with an international business component may be substituted for BADM A383 upon approval of the Dean of the School of Business Administration.

Graduation Standards for the Professional Business Administration Program

Students must complete 121-124 hours for the bachelor's degree. Included in these hours must be the courses to complete all the individual requirements listed. Developmental courses will **not** count toward degree requirements in the School of Business Administration.

All Business Administration majors are required to earn a C or higher in each course satisfying the Area of Concentration Requirements (excluding any business or economics upper level electives).In addition, all business administration majors must earn at least a 2.0 grade point average in each of the following areas: all business core courses, and all area of concentration requirements (including any business/economics upper level electives). At least 50% of the business administration credit hours required for the business administration degree must be earned through USC Aiken. Students must also complete assessment procedures, as required by the school.

Transfer Students: Only 300-level and above courses will be accepted from AACSB-Accredited schools.

Online and Evening Courses: Some courses toward a bachelor's degree in business may be offered online or in the evening. Some concentrations may be completed in the evenings.

Palmetto College Business Degree Completion Program

The Palmetto College is a collaborative online upper-level degree completion program which utilizes the resources of the USC system's four regional campuses (Lancaster, Salkehatchie, Sumter, and Union) and four senior campuses (Aiken, Beaufort, Columbia, and Upstate). Generally speaking, students who have completed a minimum of 60 hours of transferable undergraduate coursework will be eligible to apply for admission to one of the senior campuses as a Palmetto College major. Students admitted as a Palmetto College major may not be concurrently enrolled in another degree program at the same time or another USC senior campus.

The School of Business Administration at USC Aiken offers an AACSB-accredited online degree completion program in Business Administration (Management and Accounting concentrations only) through the Palmetto College program. Students who have been admitted to USC Aiken as a Palmetto College business major will be able to complete all upper-level requirements for the Bachelor of Science in Business Administration (BSBA) degree online. These courses will typically be offered in an 8-week accelerated format. The curriculum and degree requirements for the Palmetto College business major are exactly the same as those prescribed for the full four-year BSBA degree program offered by USC Aiken. Accordingly, Palmetto College business majors must fulfill all USC Aiken general education and major requirements listed elsewhere in this Bulletin. Students who successfully complete the Palmetto College Business Degree Completion Program will receive the AACSB-accredited BSBA degree from USC Aiken. For more information on the Business Degree Completion Program, please contact Ms. Mary Claire Millies, the USC Aiken Palmetto College Advisor at (803) 641-3595 or by e-mail at marym@usca.edu.

Aiken Business Degree Completion Program at USC Sumter

The Aiken Business Program at Sumter offers students on the USC Sumter campus the opportunity to complete an AACSB-accredited BSBA degree with the management concentration from USC Aiken without having to physically come to the Aiken campus. After completing all of their lower degree requirements at USC Sumter, students who meet the admission requirements for the SOBA Professional Program may enter the Aiken Business Program at Sumter. These students are then able to complete all of their upper-level degree requirements through a combination of face-to-face classes taught by qualified SOBA faculty at USC Sumter and online classes taught by qualified SOBA faculty from either USC Aiken or USC Sumter. For more information, please contact Mr. Ellis Reeves at EllisR@usca.edu or (803) 641-3595.

Minor in Business

Requirements:

ECON A221 Principles of Macroeconomics 3
ECON A222 Principles of Microeconomics.....3
BADM A225 Principles of Financial Accounting 3
BADM A226 Principles of Managerial Accounting.....3
BADM A350 Principles of Marketing.....3
BADM A371 Principles of Management and Leadership 3

Total hours required 18

Course Descriptions

Accounting (ACCT)

ACCT A321 **Federal Tax Procedures. (3)** (Prereq: Grade of C or better in BADM A225) Prepares the student for practical and theoretical work mainly in individual income tax areas.

ACCT A322 **Corporate Income Tax. (3)** (Prereq: Grade of C or better in BADM A225, ACCT A321) A study of income tax laws and their application to corporations, partnerships, estates, and trusts.

ACCT A331 **Financial Accounting I. (3)** (Prereq: Grade of B or better in BADM A225.) Theoretical foundation of generally accepted accounting principles, review of the accounting process, income statement reporting and related disclosures, recognition and measurement issues related to current assests, and the time value of money.

ACCT A332 **Financial Accounting II. (3)** (Prereq: Grade of C or better in ACCT A331) Accounting for property, intangible assets, investments, liabilites, and stockholders' equity.

ACCT A333 **Financial Accounting III (3)**. (Prereq: Grade of C or better in ACCT A332). Advanced financial accounting topics including the theoretical underpinnings of revenue recognition, partnership and consolidated entity reporting, earnings per share, leases, pensions, accounting for income taxes, preparation of cash flow statements, error analysis, and reporting disclosure requirements.

ACCT A334 **Managerial Accounting I. (3)** (Prereq: Grade of C or better in BADM A226) The study of the accountant's role in generating and analyzing information useful for managerial decision-making. Students learn techniques to assist management in both the evaluation of past performance and in supporting future strategic plans. These include coverage of manufacturing cost statements, budgeting, information relevance, costing systems, and variance reporting.

ACCT A336 **Managerial Accounting II. (3)** (Prereq: Grade of C or better in ACCT A334) A continuation from ACCT A334 of the accountant's role in providing information for and participating in business decision-making. Designed for the student interested in a managerial accounting career. Topics may include product cost analyses, revenue and income variances, TQM reporting, JIT, TOC, performance measurement, and capital budgeting. The ACCT A334 and A336 courses together provide a strong foundation in preparation for the management accounting sections of the CMA exam.

ACCT A338 **Financial Statement Analysis. [=FINA A338] (3)** (Prereq: Grade of C or better in BADM A225) A study of methods helpful in determining the strengths and weaknesses of a corporation. Uses a case approach and employs information from financial statements, the industry, and the financial press.

ACCT A435 **Auditing Theory. (3)** (Prereq: BADM A296 and ACCT A331) Studies of the practical application of accounting knowledge to the problems of auditing and the installation, use, and effect of systems of internal control. Three credit hours, four contact hours.

ACCT A437 **Advanced Accounting. (3)** (Prereq: ACCT A332) Selected topics in advanced accounting, including unique problems related to special sales arrangements, business combinations, and consolidated financial statements.

ACCT A438 **C.P.A. Problems. (3)** (Prereq: ACCT A321, A437 or permission of instructor) An application of the problems and environment encountered by C.P.A. examination candidates.

ACCT A439 **Accounting Information Systems (3)** (Prereq: ACCT A331 and BADM A298 or BADM A390) A study of information systems for collecting and processing data supportive of financial and managerial accounting, decision making, and effective control of organizations.

Business Administration (BADM)

BADM A225 **Principles of Financial Accounting. (3)** The study of the accounting process and the information produced by that process, with an emphasis on corporations and financial reporting.

BADM A226 **Principles of Managerial Accounting. (3)** (Prereq: BADM A225) The study of the accounting process and the information produced within a business to provide managers with the decision-making tools necessary for planning, managing, and controlling the organization.

BADM A290 **Introduction to Information Systems in Business.** (3). Introduction to the effective uses of business information systems tools in organizations for problem-solving and decision making.

BADM A296 **Statistics. (3)** (Prereq: MATH A170, BADM A290) Basic concepts of descriptive and inferential statistics. Topics include sampling techniques, measures of central tendency and variation, probability distributions, hypothesis testing, analysis of variance, and simple and multiple linear regression analysis.

BADM A298 **Business Analytics I: information Management. (3)** The first course in the business analytics curriculum. The course is an introduction to the effective use of business information systems tools and analytics to solve problems and make effective business decisions.

BADM A299 **Business Analytics II: Advanced Statistical Tools. (3)** (Coreq: BADM A298, STAT A201) The second course in the business analytic curriculum. The course builds upon BADM A298 (Business Analytics I) and covers further the concepts of descriptive and inferential statistics. The emphasis is on more advanced tools in inferential statistics that are applicable to business analyses. Topics include time series versus cross-sectional data, estimating means and proportions, hypothesis testing, analysis of variance, simple regression, multiple regression and other methods relevant to business.

BADM A300 **Business Analytics III: Predictive and Perspective Modeling. (3)** (Prereq: BADM A299) The third course in the business analytics curriculum. Using Excel spreadsheet software, the course covers further the concepts of predictive analytics (forecasting), perspective analytics (optimization), and simulation. The predictive analytics module addresses qualitative methods, time series analysis, causal models, and data classification. The prescriptive analytics module covers optimization techniques such as linear programing, non-linear programing, and integer programing. Finally, the simulation module covers analytical tools such as Monte Carlo Simulation using @risk and Crystal Ball applications.

BADM A324 **Commercial Law. (3)** Contracts, sales, bailments,

negotiable instruments, agency, partnership, and corporation. Uses a combination of textbook and casebook methods of instruction.

BADM A328 **Green Business and Sustainability Practices. (3)** The emerging area of business sustainability provides substantial opportunities for business growth and new markets. Compliance is also necessary to meet new directions in evolving governmental laws and ethical business standards. This course explores why and how leading companies use environmental strategies to innovate, create value, build competitive advantage, and meet legal standards. Together with strategic business analysis, the course provides the foundation and road map for the "greening" of sustainable business operations. The course is offered within the School of Business Administration, but may be of special interest to biology, chemistry, and political science majors.

BADM A345 **Business Communication. (3)** (Prereq: Grade of C or better in ENGL A102.) This course provides an examination of methods, protocol, communication ethics, and cross-cultural communications. Appropriate use of various forms of communication within a managerial context will also be discussed. Students develop and enhance communication skills through extensive business writing assignments, public speaking/presentations, role-plays, business case analyses, and mock interviews.

BADM A350 **Principles of Marketing. (3)** (Prereq: ECON A221 or ECON A222) Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.

BADM A363 **Business Finance. (3)** (Prereq: BADM A225) The study of the procurement and management of wealth by privately owned profit-seeking enterprises.

BADM A370 **Executives in Residence. (3)** This course features engaging discussions between students and knowledgeable professionals who share their experience and insight regarding business and organizational life. Representatives from various industries and organizations emphasize the qualities essential to overcoming challenges, as well as the necessity of learning from inevitable setbacks in a competitive business world. The course includes both presentations and panel discussions. The information presented by the speakers is analyzed and applied in integrative papers requiring students to compare and contrast speaker remarks with the concepts in the assigned readings. Students are required to attend every class meeting.

BADM A371 **Principles of Management and Leadership. (3)** (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A comprehensive survey of the basic principles of management and leadership applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management and leadership process.

BADM A379 **Social, Ethical and Legal Aspects of Business. (3)** (Prereq: Junior Standing) Study of how the social, legal, economic, political, technological, and ecological dimensions of the external environment affect business. Specific topics include values and ethics in business, business and government relations, corporate social performance, stakeholder responsibility, corporate governance, and business law.

BADM A380 **Entrepreneurship. (3)** (Prereq: BADM A350, BADM A363, and BADM A371.) This course is an overall introduction to the nature and scope of entrepreneurship. The entrepreneurial process as well as the entrepreneurial profile is examined in detail. It includes the planning, financing, launching, and harvesting of a new venture. Entrepreneurial strategies are discussed for all facets of the business, including franchising, growth, and international aspects. Application of entrepreneurship to large corporations, i.e. intrapreneurship, is also a part of the course.

BADM A383 **International Business. (3)** (Prereq: BADM A350, BADM A363, BADM A371) Introduces the student to economic, financial, legal, political, cultural, institutional, and managerial considerations associated with international business transactions.

BADM A390 **Business Information Management. (3)** (Prereq: BADM A290). An examination of principal technologies, concepts, and skills related to managing business information. Project work includes development of information management applications using spreadsheet and databases.

BADM A393 **Quantitative Methods and Decision Analysis. (3)** (Prereq: BADM A296) Quantitative methods of assistance to managers in the decision-making process. Topics include linear programming, decision analysis, uses of sample information, prediction techniques, linear regression, scheduling techniques, queuing models, and inventory models.

BADM A395 **Free Enterprise Seminar. (1)** (Prereq: Approved contract with instructor) The student works at least forty hours during the semester, meeting at least weekly on structured projects that provide experience in entrepreneurial activities and/or teach business concepts to others. The projects are initiated and completed in teams. Projects require that students apply management concepts, oral and written communication skills, marketing skills, and analytical skills. (Course may be taken no more than three times for credit).

BADM A396 **Business Research Methods. (3)** (Prereq: BADM A296 and BADM A350) Focus is on the acquisition, use, and evaluation of information from a manager's perspective. The course will include problem diagnosis, research design, questionnaire preparation, sampling plans, and the collection, analysis, and interpretation of data as an aid to effective and efficient managerial decisions.

BADM A397 **Topics in Business. (1-3)** (Prereq: Sophomore Standing) Study of varied business areas and issues that are not covered in existing course offerings. Course may be taken twice with different topics for a maximum of 6 hours.

BADM A398 **Topics in International Business. (1-3)** (Prereq: Sophomore Standing) Study of varied international business areas and issues that are not covered in existing course offerings. Course may be taken twice with different topics for a maximum of six hours.

BADM A399 **Independent Study. (1-3)** (Prereq: Junior Standing and approved contract with the instructor) Independent study courses are designed primarily for juniors and seniors who desire advanced intensive work on a specific topic. Independent studies are not intended to substitute for courses listed in the *USCA Bulletin*. The maximum total number of independent study hours a student may earn in business is six.

BADM A400 **Business Analytics IV: Advanced Topics. (3)** (Prereq: BADM A399) This business analytics course focuses on business decision making from an analytical perspective and uses Excel spreadsheet software as the primary platform. The course focuses on developing frameworks for quantitative decision making using analytical techniques such as data analytics, forecasting, and optimization. The course applies business and data analytics to marketing, finance, management, and other business disciplines. The course also introduces the students to big data analytics. The course structure emphasizes the modeling of decision

problems, developing analytical solutions to problems, and interpreting and implementing those solutions.

BADM A429 **Internship. (1-3)** (Prereq: Junior Standing, 2.5 GPA, BADM A350, BADM A363, BADM A371, and an approved contract with the Internship Coordinator). This course provides students in all disciplines with the opportunity to reinforce classroom learning by working in their discipline in a supervised business environment. The course may be repeated with the approval of the Internship Coordinator and the student's Academic Advisor.

BADM A478 **Strategic Management. (3)** (Prereq: BADM A350, BADM A363, BADM A371, Senior Standing) A study of the strategic management process and of the formulation and application of functionally integrated business policy by top management. Emphasis is on decision-making in the face of changing conditions.

BADM A494 **Project Management. (3)** (Prereq: BADM A371) A study of general principles of project management which includes concepts related to management of technology, people, stakeholders, and other diverse elements necessary to successfully complete the project. The student will explore both technical and managerial challenges involved in managing projects.

Economics (ECON)

ECON A221 **Principles of Macroeconomics. (3)** (Prereq: Math placement above 108 or completion of MATH A108) Includes the measurement of national levels of production, inflation and unemployment, and the effects of monetary and fiscal policies on those variables.

ECON A222 **Principles of Microeconomics. (3)** (Prereq: Math placement above 108 or completion of MATH A108) Includes the analysis of price determination in product and resource markets under competitive and noncompetitive conditions.

ECON A311 **Issues in Economics. (3)** (Prereq: ECON A221, A222) The nature and causes of major economic problems facing the nation and its communities, and policy alternatives designed to solve them. The philosophy and methodology of economics in social problem solving.

ECON A503 **International Economics. (3)** (Prereq: ECON A221, A222) The basic principles underlying international trade and finance. Topics include the economic basis of trade, the nature and impact of trade barriers, the international balance of payments, and the operation of the current international monetary system.

ECON A506 **Labor Economics. (3)** (Prereq: ECON A221, A222) Concerned with the development and structure of the labor movement in the United States, the determination of wage rates, the nature and impact of the public policy toward labor unions.

ECON A526 **Managerial Economics. (3)** (Prereq: ECON A221, A222; BADM A296) A study of the application of the economic theory of profits, competition, demand and costs to analysis of problems arising in the firm and in decision-making. Topics include price policies, forecasting, and investment decisions.

Finance (FINA)

FINA A163 **Personal Finance. (3)** Life insurance, health insurance, wills, trusts, Social Security, stocks, bonds, real estate, mutual funds, and other uses of funds.

FINA A300 **Real Estate Management. (3)** (Prereq: 30 credit hours) Explores the economies of real estate, real estate value, real estate finance, rights in real property and their transfer, public programs, and policies relating to real property. As time permits, investment analysis, asset-backed securities, and valuation theory of real estate is covered.

FINA A310 **Life Insurance. (3)** (Prereq: 30 credit hours) Course explores the basic principles, functions, uses, and legal aspects of life insurance and the life insurance industry. Types of policy contracts, including special policy provisions and riders, as well as the calculation of premiums and reserves are covered. Types of organizations, and the management and supervision of companies are discussed.

FINA A338 **Financial Statement Analysis. [=ACCT A338] (3)** (Prereq: Grade of C or better in BADM A225) A study of methods helpful in determining the strengths and weaknesses of a corporation. Uses a case approach and employs information from financial statements, the industry, and the financial press. This course is cross-listed with ACCT A338, Financial Statement Analysis.

FINA A412 **Intermediate Business Finance. (3)** (Prereq: Grade of C or better in BADM A363) This course is an extension of topic material presented in BADM A363. Emphasis is placed on theory and application regarding a firm's investment decisions, financing mix, dividend policy, and working capital structure. Treatment of uncertainty in business financial analysis is also covered.

FINA A421 **Financial Markets, Money, and Banking. (3)** (Prereq: Grades of C or better in ECON A221, ECON A222, BADM A363) Analyzes the operation, structure, regulation, and control of financial markets, emphasizing the effects on the level and term structure of interest rates, economic activity, and business decisions. Focuses on monetary theory, monetary and fiscal policies, the Federal Reserve System, and financial institutions, markets, and investments. Three contact hours per week.

FINA A460 **Capital Budgeting. (3)** (Prereq: Grade of C or better in BADM A363) Problems associated with the selection and management of a firm's portfolio of assets. Topics include individual project evaluation techniques, treatments of uncertainty and risk, capital budgeting for non-profit institutions, measuring the cost of capital and integration of capital budgeting with long-range planning.

FINA A463 **Advanced Business Finance.** (3) (Prereq: Grade of C or better in FINA A412). A study of the advanced phases of business finance whereby theory and principles are employed in solving actual business cases.

FINA A469 **Investment Analysis and Portfolio Management. (3)** (Prereq: Grade of C or better in BADM 363) Conceptual and analytical framework for formulating investment policies, analyzing securities, and constructing portfolios.

Management (MGMT)

MGMT A374 **Human Resources Management. (3)** (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A development of an understanding of personnel administration as a staff function through a study of modern-day concepts and practices. Topics include research and standards, employment, training and education, safety and health, employee services and industrial relations.

MGMT A376 **Organization Behavior. (3)** (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A study of the process of integrating people into a work situation that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfaction.

MGMT A378 **Labor Relations (3)** (Prereq: Junior Standing or Acceptance

into the School of Business Administration Professional Program). A study of the development and methods of labor unions and employee associations in organization. Labor disputes, collective bargaining techniques, contents of contracts and public policies are analyzed from the standpoints of economics and law. Topics include employee representation, company unions, strikes, boycotts, lockouts, and trade agreements.

MGMT A401 **Topics in Entrepreneurship. (3)** (Prereq: BADM A350 and BADM A371) Relevant selected issues and topics of interest in management. Issues and concepts of the business world are explored with film profiles, case histories, and readings.

MGMT A411 **International Management. (3)** (Prereq: Junior Standing and BADM A383) Applies the basic principles of management and leadership to the firm operating internationally. Emphasis is on the management functions of leading, planning, organizing, and controlling, as well as the conduct of labor relations, within the framework of a multicultural environment.

MGMT A442 **e-Business Management. (3)** (Prereq: BADM A350 and BADM A371) This course provides a foundational understanding of the issues for management of an e-business. It encompasses an overview of the essential components necessary in conducting business over the Internet. Topics covered include an e-business plan and an implementation strategy, e-commerce issues, web design and content issues, customer relationship management, business intelligence issues, e-marketing concepts, enterprise resource management, supply chain management, and global dimensions of e-business.

MGMT A473 **Management and Operations of Small Business. (3)** (Prereq: BADM A371 and BADM A350) Analyzes management and operations of a small business, including study of an existing small business. Examines the areas of management, finance, marketing, and credit as they apply to a small business.

MGMT A475 **Operation and Supply Chain Management (3)** (Pre-reqs: BADM A296, A371 and A390.) This course examines strategic, operating, and control decisions involved in manufacturing and services organizations. Principles governing an integrated supply chain that includes the planning basics, inventory management, lean systems, and constraint management will be discussed.

MGMT A477 **Organization Theory. (3)** (Prereq: BADM A371) A conceptual framework for the orderly analysis of management functions through studies in organization, planning and control theories.

MGMT A501 **Management of Technology and Innovation. (3)** (Prereq: BADM A350, BADM A363, BADM A371) The course focuses on the importance of technology and its impact on global competition as well as the living standards of the population. This will include examination of a wide range of issues including the role of product and process innovation through technology management in increasing competitiveness. Intellectual property rights (patents), organizing the technical effort and techniques to enhance and pace technology development will also be discussed.

MGMT A559 **Purchasing and Materials Management. (3)** (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A comprehensive survey of the organization activities involved in purchasing materials and controlling their costs.

Marketing (MKTG)

MKTG A353 **Channels and Institutions. (3)** (Prereq: BADM A350) A study of the means by which goods move from the producer to the final user. The functions of retailing, wholesaling, warehousing, and physical distribution are studied in depth. Analyzes the management of a channel and the members of it.

MKTG A452 **International Marketing. (3)** (Prereq: BADM A350) Analyzes cultural, legal, political, and economic factors affecting the marketing of products and services in world markets. Emphasizes differences in lifestyles, beliefs, attitudes, etc., and their influences on the marketing decision of the international firms.

MKTG A454 **Promotion Strategies and Advertising. (3)** (Prereq: BADM A350) The study of the entire promotion process for both consumer and industrial products including promotion research, determining the promotability of products, new product introductions, setting of promotion objectives, and deriving the promotion budget.

MKTG A455 **Consumer Behavior. (3)** (Prereq: BADM A350) The principal objective of study is the consumer decision-making process as examined in a marketing context. Selected concepts from psychology, sociology, anthropology, and other behavioral disciplines are analyzed to develop the student's ability to understand and predict reactions of consumers to marketing decisions.

MKTG A457 **Marketing Research. (3)** (Prereq: BADM A350, BADM A296) Case problems and field projects in the application of marketing research methodology. Topics include the relationship between models, information systems, and marketing decisions. The practical application of behavioral and statistical methods for the purpose of obtaining, analyzing, and interpreting relevant marketing information will be examined. Emphasizes research methods and techniques used in improving marketing decisions.

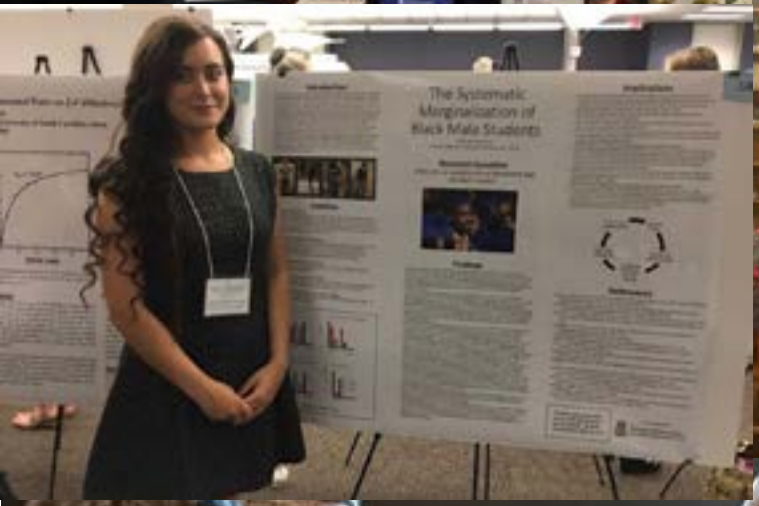
MKTG A459 **Personal Selling and Sales Management. (3)** (Prereq: BADM A226, BADM A296, BADM A350) The principles of salesmanship and their relation to the management of a sales force in recruiting, selecting, training, compensating, controlling, evaluating, and motivating sales personnel.

MKTG A474 **Sports Marketing. (3)** (Prereq: BADM 350) A study of promotion, sales, and sponsorship strategies utilized in both the marketing of sports (events and properties) and marketing through sports (building brands via alignment with a sports property).

MKTG A551 **Retailing Management. (3)** (Prereq: BADM A350) A comprehensive course emphasizing the specific activities of management, merchandising, and promotional functions required of the retail outlet with a competitive business environment.

MKTG A558 **Marketing Management. (3)** (Prereq: BADM A350 and Senior Standing) A study of the aggregate marketing system from the point of view of the decision maker. Topics include the policy areas of organization, research, product, promotion, pricing, channels, forecasting, distribution cost analysis, control, and management of the sales force.

School of Education



School of Education

Judy A. Beck, Dean of School of Education

Vision Statement

As a leading teacher education program in South Carolina, the USC Aiken School of Education prepares highly qualified Dynamic Educators who have the knowledge, skills, and dispositions to create optimal learning environments to assist all individuals in reaching their potential.

Mission Statement

As an integral part of the University of South Carolina Aiken, the School of Education is committed to the University goals of active learning through excellence in teaching, faculty and candidate scholarship, and service. Candidates in the School of Education participate in a rigorous curriculum, which is anchored by a strong liberal arts and sciences component, comprised of courses in the humanities, fine arts, social sciences, mathematics, and natural sciences. These courses provide a foundation upon which the pedagogical content and pedagogy are built and dispositions such as responsible citizenship, respect for diversity, and cross-cultural understandings are developed. The School of Education faculty model instruction based on research, infused with technology, and aligned with national, state, and local standards. The School of Education collaborates with schools, school districts, and community service organizations to provide numerous and varied field experiences that are structured to prepare candidates to work with all students.

The teacher education faculty in the School of Education challenges candidates to acquire and develop the knowledge, skills, and dispositions necessary to become successful *Dynamic Educators* who can plan, instruct, manage, communicate, and grow professionally.

The Master of Education in Educational Technology program is designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training.

Accreditation

The School of Education at the University of South Carolina Aiken is accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street, N.W., Washington DC 20036; phone (202) 233-0077. This accreditation covers the institution's initial teacher preparation and advanced educator preparation programs.

The Dynamic Educator: A Conceptual Framework

The goal of the School of Education is to prepare teachers who are dynamic educators with the ability to plan, instruct, manage, communicate and grow professionally. Additional information about the Conceptual Framework, The Dynamic Educator, as well as the objectives and syllabi for USC Aiken teacher education programs are available at: www.usca.edu/education.

Professors

Judy A. Beck (Science Education), Ph.D., University of Toledo, 1997
Tim Lintner (Social Sciences and Comparative Education), Ph.D., University of California-Los Angeles, 1998 *Coordinator, Secondary Social Studies Education*
Gary Senn (Science Education), Ph.D., Florida Institute of Technology, 1992

Associate Professors

Bridget Coleman (Elementary Education), Ph.D., University of South Carolina, 2004 *Coordinator, Middle Level Education Program and Secondary Mathematics Education Program*
Kathleen Hanson (Languages, Literatures, and Cultures, Special Education), Ph.D., University of Michigan, 2007 *Coordinator of Special Education Program*
Sally McClellan (Early Childhood Education), Ph.D., University of South Carolina, 1992 *Coordinator, Early Childhood Education Program*
Windy Schweder (Special Education), Ph.D., University of South Carolina, 2004

Assistant Professors

Erin Besser (Learning Design & Technology), Ph.D., Purdue University, 2016 *Coordinator, Educational Technology Program*
Karlin Burks (Educational Leadership Management Policy), Ph.D., Seton Hall University, 2014
LaNessa Coe-Clark (Reading Education), Ph.D., Auburn University, 2016
Deborah McMurtrie (Educational Foundations & Inquiry), Ph.D., University of South Carolina, 2015
Lillian Reeves (Language & Literacy), Ph.D., University of South Carolina, 2014

Instructors

Gwen Johnson (Secondary Mathematics), Ph.D., University of South Carolina, 2009
Jeremy Rinder (Curriculum and Instruction), M.Ed., American College of Education, 2013
Vernelle Tyler (Elementary Education), Ph.D., University of South Carolina, 1993

Coordinator - Elementary Education Program at USC Salkehatchie
Pending.

Adjunct Faculty

Beth Beasley (School Administration), Ed.S., The Citadel, 1978
Drew Bramlett (School Psychology), Ed.S., The Citadel, 2006
Angela Burkhalter (Education Administration), Ph.D., University of South Carolina, 1995
Barbara Burns (Elementary Education), Ph.D., Slippery Rock University, 1971
Elaine Clanton-Harpine (Educational Psychology/Counseling), Ph.D., University of Illinois, 1972
Joy Collins (Special Education), M.Ed., College of Charleston, 2004
April Cullum (Communication Disorders), M.C.D., University of South Carolina, 2012
Carmen Downs (Special Education), M.Ed., Augusta State University, 1988
Sally Hiers (Elementary Education), M.Ed., University of South Carolina, 1980
Jack Hutto (Creative Arts in Curriculum), M.Ed., Lesley University, 2000
William Kiesling (Secondary Education, Social Studies), M.Ed., University of South Carolina, 1979
Alice Kirkland (Secondary Education, Social Studies), M.Ed., University of South Carolina, 1975
David Lewis (Educational Psychology/Counseling), M.A., Tennessee Technological University, 1978
Peggy O'Banner (Early Childhood), M.Ed., University of South Carolina, 1987
Anne Poplin (English Education), M.A.T., University of South Carolina, 2002
Arlene Puryear (Classroom Environments), D.Sc., Curtin University, 2003
Melissa Riley (Educational Psychology), Ph.D., University of South Carolina, 2001
Sharon Robertson (Elementary Education), M.Ed., University of South Carolina, 1987
Lori Secrist (Exercise Science), M.S. University of South Carolina, 1997
Amanda Senn (Science Education), M.S., Florida Institute of Technology, 1984

Randy Stowe (Educational Psychology), Ph.D., University of Georgia, 1988
Ann Marie Taylor (Learning Disabilities), M.A.T., Francis Marion University, 2001

Distinguished Chancellor Emeritus and Distinguished Professor Emeritus

Robert E. Alexander (Education), Ed.D., University of South Carolina, 1977

Distinguished Professors Emeriti

Thomas J. C. Smyth (Reading Education), Ph.D., University of South Carolina, 1983
Jeffrey M. Priest (Zoology/Wildlife Ecology), Ph.D., Southern Illinois University, 1986

Professors Emeriti

Ruth H. Cordahi (Educational Psychology), Ph.D., University of Oklahoma, 1974
John Lisk (Health & Physical Education), Ph.D., Texas A & M University, 1980
Audrey Skrupskelis (Elementary/Early Childhood Education), Ph.D., University of South Carolina, 1989

Alumni Learning Center (Curriculum Laboratory). The School of Education maintains a laboratory of curriculum and instructional technology materials and equipment for candidate use. Instructional materials such as textbooks, software, and manipulatives are available to candidates for use in classroom assignments, practica, and internships.

Ruth Patrick Science Education Center. Through the Ruth Patrick Science Education Center, teacher candidates have access to over 400 science and mathematics kits to use in their courses, practica, and internships.

PRAXIS Core Academic Skills for Educators (CORE). South Carolina Public Law 187 mandates that all candidates wishing to major in education pass the PRAXIS Core Academic Skills for Educators (Core) or have exemptible scores on the ACT or SAT prior to acceptance into the professional education program. Candidates should contact their advisors or the SoE website for information regarding the administration of this test.

Teacher Certification Program For Degreed Applicants

Degreed applicants seeking teacher certification approval are expected to meet the same prerequisite knowledge, skills, and dispositions as required of all USCA education majors.

Application Specifications

1. College graduates who have earned a degree from an approved institution of higher education who desire to become a certified teacher in South Carolina may apply to the University of South Carolina Aiken School of Education. Applicants seeking consideration must be seeking certification only in one of the following areas for which USC Aiken has approved teacher education programs:

Early Childhood Education (grades P-3)
Elementary Education (grades 2-6)
Middle Level Education
- English
- Mathematics
- Science
- Social Studies

Music Education (see page 85 in Visual and Performing Arts)
Special Education (grades PK-12)
Secondary Education (grades 9-12)
- Biology
- Chemistry
- Comprehensive Social Studies
- English
- Mathematics

2. Applicants must have demonstrated academic competence by meeting the following criteria:

   A. 2.75 cumulative GPA in all undergraduate course work. Secondary Education and Middle level majors must also have a grade of C or better and a 2.75 GPA in their subject area course work.

   B. A grade of C or better in the equivalent of English (ENGL) A101, A102 and Communications requirement.

   C. An official report indicating passing PRAXIS Core (or ex emptible SAT or ACT) scores for all three sections (math, writing, and reading) must be received by the School of Education. See SoE website for more information.

3. Applicants must be prepared to enroll at USCA for at least one semester prior to the internship. The actual courses required will be determined following an evaluation of all previously completed course work. Specific requirements will include, but are not limited to, the appropriate reading course(s), curriculum course(s), and teaching methods course(s).

Criteria for Successful Completion of Certification Requirements

Benchmark I: Acceptance to USCA

Obtain admission to USCA through the USCA Office of Admissions.

Benchmark II: Acceptance to the School of Education Professional Program

To be accepted into the School of Education Professional Program the candidate must successfully meet the following criteria:

1. Official transcripts for all undergraduate and graduate course work must be sent to and received by USCA and the School of Education.
2. Complete the on-line professional program application form (http://www.usca.edu/education) before the end of the 1st week of class.
3. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate course work, including courses not taken at USC Aiken.
4. A grade of C or better in English (ENGL) A101, A102 (or their equivalents) and the Communications requirement (or its equivalent).
5. An official report indicating passing PRAXIS Core (or ex emptible SAT or ACT) scores for all three sections (math, writing, and reading) must be received by the School of Education. See SoE website for more information.

Benchmark III: Junior/Senior Block Reviews

At the end of the Junior and Senior block classes, faculty teaching the methods and practica classes meet to discuss candidate progress to date. Faculty discuss candidate knowledge, skills, and dispositions at this time to determine if satisfactory progress is being made to allow the candidate to continue in the program. Concerns may be, but are not limited to, unsatisfactory professional disposition, lack of intellectual motivation, inadequate interpersonal skills, insufficient cooperative attitude, violation of fundamental academic principles of honesty and integrity, or an identified weakness in expressive skills. In addition to minimum grade requirements, specific attention will be given to each applicant's proficiency in writing and speech. Identification of a weakness in either writing or in speech may require additional academic work as a condition of approval for the internship.

The review committee can make one of three recommendations: satisfactory progress is being made – no "remedial" recommenda-

tions made; satisfactory progress is being made – however, some concerns are expressed – recommendations about concerns are forwarded to the Dean of the School of Education; satisfactory progress is not being made, candidate cannot proceed further in program unless concerns are addressed.

In the cases where concerns are expressed, the committee forwards their concerns in writing to the Dean. The Dean then schedules a meeting with the candidate to express the committee's concerns and the actions the candidate must take to address the concerns. If the candidate does not address the concerns to the satisfaction of the committee or Dean in a reasonable amount of time, the candidate may be permanently expelled from the program.

Benchmark IV: Acceptance into Internship

The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate's preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with USC Aiken. To be accepted into the internship the candidate must meet the following criteria:

1. Complete the on-line internship application (http://www.usca.edu/education).
2. Candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.
3. The candidate must have completed all education courses (pre-professional and professional) and all subject area course requirements with a grade of C or better.
4. The candidate must have no more than 12 hours of course work (general education/electives) remaining to meet graduation requirements following completion of internship.
5. The candidate must have at least a 3.00 cumulative GPA in all course work, and at least a 2.75 GPA in education courses and subject area requirements.
6. Candidates must have made satisfactory progress as designated by the Junior/Senior Block Review Committee.

Candidates whose applications have been denied may appeal the decision by requesting a review by the Professional Education Committee. Candidates may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the committee.

Note: All placements are coordinated through the Office of Field Experiences. USC Aiken has contractual agreements for internships and practica placements with selected South Carolina School Districts. ***Under no circumstances are candidates to make individual placement arrangements with schools or teachers.*** *Within these districts, at the time of the application, candidates have an opportunity to list their geographical preferences; however, final assignments are worked out between the Office of Field Experiences and the School Districts. Secondary and Middle Level students are limited to placement only in Aiken and Edgefield School Districts.* ***Candidates are required to provide their own transportation to and from schools at which they are placed for field experiences.***

Benchmark V: Exit from Internship

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a cooperating teacher and a university supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully take over the classroom in which they have been assigned for a minimum of 10 days. The candidate is observed teaching a class a minimum of four times by both the cooperating teacher and university supervisor for a minimum total of eight observations. It is the responsibility of the cooperating teacher and university supervisor to make a final recommendation to the Dean as to whether the candidate has the knowledge, skills, and dispositions necessary to be a successful teacher. By state law, the candidate's success is measured using the ADEPT/SCTS 4.0 evaluation system. It is upon the final recommendation made by the cooperating teacher and university supervisor that the Dean recommends a candidate's certification to the State Superintendent of Education.

Reservation of Rights: *All candidates must pass the applicable Praxis II Subject Test and the Principles of Teaching and Learning Exam (PLT) prior to recommendation for certification by the Dean.*

Reservation of Rights

The School of Education reserves the right to remove any candidate from the Professional Program if he/she has been arrested or charged with a crime.

Undergraduate Programs in Education

Admission to Professional Program

The baccalaureate curricula of the School of Education are divided into two years of general education and two years of professional training. Any student who fulfills the admission requirements of the University may enroll in the pre-professional curriculum. Curricula designated as professional education courses are limited to candidates who have been formally accepted into the USC Aiken Professional Education Program.

Special Instructions for USC Salkehatchie Students

Candidates enrolled at USC Salkehatchie should complete their general education requirements prior to enrolling in USC Aiken pre-professional and professional education program courses.

Once USC Salkehatchie candidates complete their general education class requirements, they must submit a USC Change of Campus Form prior to enrolling in USC Aiken pre-professional and professional education classes.

Benchmarks Leading to a Degree and Certification

The School of Education has identified five benchmarks that are used to guide and monitor the success of an undergraduate education major.

Benchmark I: Acceptance to USCA

Obtain admission to USC Aiken through the USC Aiken Office of Admissions.

Benchmark II: Acceptance to the School of Education Professional Program

To be accepted into the School of Education Professional Program the candidate must successfully meet the following criteria:

1. Have successfully completed a minimum of 60 credit hours including most general education course requirements and earned a C or better in all pre-professional program classes.
2. Complete the on-line professional program application (http://www.usca.edu/education).
3. A cumulative Grade Point Average (GPA) of at least 2.75.
4. A grade of C or better in English (ENGL) A101, A102 (or their equivalents) and the Communications requirement (or its equivalent).
5. An official report indicating passing PRAXIS Core (or exemptible SAT or ACT) scores for all three sections (math, writing, and reading) must be received by the School of Education. See SoE website for more information.

Registration for the PRAXIS Core[1] is available online at http://www.ets.org.

Reservation of Rights

The School of Education has the right to remove a candidate from the

Professional Program for unprofessional conduct or for poor academic performance. This includes, but is not limited to, excessive tardiness, unexcused absences, inappropriate personal behavior, plagiarism, or poor academic performance, lower than a "C" in a professional program course. The School of Education also reserves the right to remove any candidate from the Professional Program if he/she has been arrested or charged with a crime.

Benchmark III: Junior/Senior Block Reviews

At the end of the Junior and Senior block classes, faculty teaching the methods and practica classes meet to discuss candidate progress-to date. Faculty discuss candidate knowledge, skills, and dispositions at this time to determine if satisfactory progress is being made to allow the candidate to continue in the program. Concerns may be, but are not limited to, unsatisfactory professional disposition, lack of intellectual motivation, inadequate interpersonal skills, insufficient cooperative attitude, violation of fundamental academic principles of honesty and integrity, or an identified weakness in expressive skills. In addition to minimum grade requirements, specific attention will be given to each applicant's proficiency in writing and speech. Identification of a weakness in either writing or in speech may require additional academic work as a condition of approval for the internship.

The review committee can make one of three recommendations: satisfactory progress is being made – no "remedial" recommendations made; satisfactory progress is being made – however, some concerns are expressed - recommendations about concerns are forwarded to the Dean of the School of Education (Dean); satisfactory progress is not being made, candidate cannot proceed further in program unless concerns are addressed.

In the cases where concerns are expressed, the committee forwards their concerns in writing to the Dean. The Dean then schedules a meeting with the candidate to express the committee's concerns and the actions the candidate must take to address the concerns. If the candidate does not address the concerns to the satisfaction of the committee or the Dean in a reasonable amount of time, the candidate may be permanently expelled from the program.

Benchmark IV: Acceptance into Internship

The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate's preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with USC Aiken. To be accepted into the internship the candidate must meet the following criteria:

1. Complete the on-line internship application (http://www.usca.edu/education).
2. Candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.
3. The candidate must have completed all education courses (pre-professional and professional) and all subject area course requirements with a grade of C or better.
4. The candidate must complete all course work to meet graduation requirements following completion of internship.
5. The candidate must have at least a 3.00 cumulative GPA in all course work, and at least a 3.00 GPA in education courses and subject area requirements.
6. Candidates must have made satisfactory progress as designated by the Junior/Senior Block Review Committee.

Candidates whose internships have been denied may appeal the decision by requesting a review by the Professional Education Committee. Candidates may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the committee.

Note: All placements are coordinated through the Office of Field Experiences. USC Aiken has contractual agreements for internships and practica placements with selected South Carolina School Districts. ***Under no circumstances are candidates to make individual placement arrangements with schools or teachers.*** *Within these districts, at the time of the application, candidates have an opportunity to list their geographical preferences; however, final assignments are worked out between the Office of Field Experiences and the School Districts. Secondary and Middle Level students are limited to placement only in Aiken and Edgefield School Districts.* ***Candidates are required to provide their own transportation to and from schools at which they are placed for field experiences.***

Benchmark V: Exit from Internship

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a cooperating teacher and a university supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully take over the classroom in which they have been assigned for a minimum of 15 days. The candidate is observed teaching a class a minimum of four times by both the cooperating teacher and university supervisor for a minimum total of eight observations. It is the responsibility of the cooperating teacher and university supervisor to make a final recommendation to the Dean as to whether the candidate has the knowledge, skills, and dispositions necessary to be a successful teacher. By state law, the candidate's success is measured using the ADEPT/NIET evaluation system. It is upon the final recommendation made by the cooperating teacher and university supervisor that the Dean recommends a candidate's certification to the State Superintendent of Education.

Note: *All candidates must pass the applicable Praxis II subject test and the Principles of Teaching and Learning Exam (PTL) prior to recommendation for certification by the Dean.*

Areas of Study

The curricula for degrees in Early Childhood Education, Elementary Education, Special Education, Middle Level (English/Social Studies, English/Math, English/Science, Social Studies/Math, Social Studies/Science, Math/Science), and Secondary Education (Biology, Chemistry, English, Mathematics, and Comprehensive Social Studies) include all courses and field experiences required for full teacher certification by the S.C. State Department of Education. For areas of Secondary Education not listed as programs at USC Aiken, the student should consult with the Dean of the School of Education.

Certification

Teacher certification is granted by the SC Department of Education upon recommendation by the Dean of the School of Education. Prior to the internship, candidates are required to complete an on-line application for certification for the SC Department of Education **and** register for fingerprinting. **Interns are responsible for completing the certification application, fingerprinting and associated fee payment (currently $105 for certification and $54.25 for fingerprinting) and submitting a receipt of payment, application, and registration along with a copy of their Social Security Card to the School of Education administrative assistant in Room 210 of the Business and Education Building. For fall interns, application and fingerprinting is due in the fall semester one year prior to internship. For spring interns, application and fingerprinting is due in spring semester one year prior to internship.** Interns may not be recommended for state licensure until USC Aiken has received official verification that the appropriate examinations have been passed. Note: the processing of the certification forms requires 6-8 weeks after the recommendation form is received by the State Department.

Interns who earn a grade of D or F for Internship or Senior Seminar will not be recommended for certification.

Additional Areas of Certification

Individuals who are initially certified may "add-on" certification in other subject areas. Candidates should consult with their advisors or the Dean of the School of Education concerning specific requirements for "add-on" certification.

Title II - Institutional Report

In 1988, the U.S. Congress passed legislation (Title II, Section 207 of the Higher Education Act) that required all states and institutions that have teacher preparation programs to submit annual reports on teacher preparation and licensing beginning in 2001. On page 153 USC Aiken reports the following information for the cohort of students who completed teacher preparation programs at the undergraduate level during the school year 2016-2017

Institution's definition of program completer:

A program completer is a candidate who has successfully completed all of the course and certification requirements for the approved program of study printed in the *University of South Carolina Aiken Undergraduate and Graduate Programs Bulletin* of the year in which the candidate was accepted into the university and began to take courses. As of July 1, 2006, the State of South Carolina requires all candidates to have taken and passed the Praxis II Principles of Learning and Teaching (PLT) exam prior to initial certification. As with the Praxis II content area exams, the PLT is part of the overall assessment system for the School of Education.

In the charts on page 153:

The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

[2] Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

[3] Number of completers who took one or more tests in a category and within their area of specialization.

[4] Number who passed all tests they took in a category and within their area of specialization. within their area of specialization.

[4] Number who passed all tests they took in a category and within their area of specialization.

Title II

University of South Carolina Aiken
Academic Year 2016 - 2017

Single Assessment Pass-Rate Report

Type of Assessment	USC Aiken Cohort				Statewide		
	Assessment Code	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Principles Learning & Teaching Early chdhd	5621	26	26	100%	382	373	98%
Principles Learning & Teaching K-6	5622	20	20	100%	709	704	99%
Principles Learning & Teaching 5-9	5623	4	4	100%	175	171	98%
Principles Learning & Teaching 7-12	5624	6	6	100%	391	390	99%
Academic Content Areas							
Elem Ed Instructional Practices & App	5019	1	1	100%	265	259	98%
ElemEd Multi Subj Reading Language Arts	5002	17	17	100%	215	212	99%
Elem Ed Multi Subj Mathematics	5003	17	17	100%	215	212	99%
Elem Ed Multi Subj Social Studies	5004	17	17	100%	215	209	97%
Elem Ed Multi Subj Science	5005	17	17	100%	215	209	97%
Education of Young Children	5024	24	24	100%	392	383	98%
Biology and General Science	0030						
Eng Language Arts Comp Content &Analysis	5039	1	1	100%	94	94	100%
Mathematics: Content Knowledge	5161	1	1	100%	48	47	98%
Middle School Mathematics	5169	3	3	100%	71	64	90%
Chem Physics and General Science	0070	-	-	–	1	-	-
Middle School Language Arts	5047	1	1	100%	45	39	87%
Middle School Science	5440	2	2	100%	65	55	85%
Social Studies: Content & Interpretation	5086	1	1	100%	89	86	97%
Middle School Social Studies	5089	2	2	100%	63	56	89%
Music Content Knowledge	0113	-	-	-	-	-	-
Music Content & Instruction	5114	2	2	100%	65	63	97%
Teaching Special Populations							
SE Core Knowledge & Mild to Moderate App	5543	6	6	100%	97	97	100%

Aggregate and Summary Pass-Rate Report

Type of Assessment	USC Aiken Cohort			Statewide		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statement Pass Rate
Aggregate - Professional Knowledge	56	56	100%	1657	1638	97%
Aggregate - Academic Content Areas	112	112	100%	2057	1988	90%
Aggregate Teaching Special Populations	6	6	100%	97	97	100%

Bachelor of Arts in Education—
Major in Early Childhood Education

The Early Childhood Education Program provides preparation for teaching in preschool, kindergarten, and primary grades. The Early Childhood certificate permits teaching of grades Pre-K - 3 in primary and elementary schools of South Carolina. The program is planned to give undergraduates a broad liberal arts background together with a wide range of practical experiences in a variety of public and private early childhood settings.

1. General Education Requirements.....51-53

A. Knowledge of Human Cultures and the Physical and Natural World.....32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....8
   (Two courses from the following (must be two different areas): BIOL, GEOL, PHYS, CHEM)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas).....6
   Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[1] 9
   English above 250 required
   Communication (last two digits must be in 50s or 60s)
   History, Literature, Art History, Music History, Theatre History, Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102.....6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication [2] 3
   (COMM A201 or COMM A241)

4. Math/Statistics/Logic.....6
   MATH A108 or higher, STAT A201 or higher

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
   (Education majors must complete this requirement at least one semester prior to internship/student teaching)

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201 or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
   For more information, see ICE Program requirements on page 31.
   Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Education Requirements[2] 22

EDUC A210 or A110L.....1
EDUC A300.....3
EDFN A321 3
EDEC A211.....3
EDEC A256 3
EDPY A235.....3
EDRD A218 3
EDEX A200 3

3. Professional Education Requirements[1] 43

Junior Block: EDEC A411, A540, A542, EDRD A522, A523 15
Senior Block: EDEC A435, A436, EDRD A524, A525 15
Internship: EDEC A469, A476 15

4. General Electives.....0-2

Total hours 120

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.
[2] Must have a grade of C or better.

Bachelor of Arts in Education—
Major in Elementary Education

The Elementary Education Program provides preparation for teaching in public school grades 2-6. Each candidate is given practical experience with children of different age levels and in different types of public school settings.

1. General Education Requirements.....55-57

A. Knowledge of Human Cultures and the Physical and Natural World 36-38

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....12
   Choose three lab courses, one from each of the following fields: Physical Science, Life Science and Earth/Space Sciences
2. History of Civilization..... 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences
   Choose six hours from two of the following fields: Geography, Psychology, Sociology, Anthropology, Economics, or Political Science.....6
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities.....9
   HIST A201 or A202
   English above A250

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Choose three hours from the following fields: ARTH, MUSC A173 or A175, THEA A161

B. Intellectual and Practical Skills 16

1. Critical Inquiry..... 1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[1] 3
   (COMM A201 or COMM A241)

4. Math/Statistics/Logic 6
   MATH A108 or higher[2] 3
   STAT A201 or higher[3] 3

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
   (Education majors must complete this requirement at least one semester prior to internship/student teaching.)

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility..... 3

1. American Political Institutions..... 3
   POLI A201
2. Inter-Curricular Enrichment Program (ICE)
   For more information, see ICE Program requirements on pages . 31.
   Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Education Requirements[1] 24
EDUC A210 or A110L, A245, A300 6
EDFN A321, EDPY A330, A235.....9
EDRD A218, EDEX A200,..... 6
EDEL A225.....3

3 Professional Education Requirements[1] 48
Junior Block: EDEL A432, A445, EDRD A430, A422 16
Senior Block: EDEL A431, A443, A441, EDRD A421, A423.....17
Internship: EDEL A470, A476.....15

Total hours 126-128

[1] Must have a grade of C or better

.Middle Level Education

The Middle Level Education Program prepares candidates for teaching in public school grades 5-8. Candidates examine and develop teaching pedagogy appropriate for young adolescents. Candidate observation, participation and teaching experiences are designed to develop awareness of and tolerance toward diversity.

Middle Level Education candidates transferring from a two-year institution will not receive transfer credit for courses considered upper division. In addition, transfer credit will not be granted for courses taken in which the prerequisites have not been observed.

Bachelor of Arts in Education— Major in Middle Level Education
(Area of Concentration in English)

1. General Education Requirements.....50-53

A. Knowledge of Human Culture and the Physical and Natural World.....31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences..... 7-8
   Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (one lab)

2. History of Civilization.....3
   (HIST A101 or HIST A102)

3. Social and Behavioral Sciences 6
   Psychology A101 and one other social behavioral science from the following groups:
   Sociology, Anthropology,
   Economics, Political Science, Geography

4. Languages 6-8
   (Two (2) semesters of the same language required.)

5. Humanities

   English Literature 6
   (ENGL A284 and ENGL A288)

   Humanities elective selected from below.....3
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[1] 3
   (COMM A201, or COMM A241)

4. Math/Statistics/Logic[1]
   All education majors are encouraged to take the math placement exam. Those who do not take the math placement . exam must take MATH A104 prior to MATH A108.

Math A108 3
(Candidates who place out of MATH A108 or have taken a higher level mathematics course that requires MATH A108 as a pre-requisite, (except MATH A222) may substitute any 3-hour elective in place of MATH A108.)

STAT A201 (or higher statistics) 3

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.
(Education majors must complete this requirement at least one semester prior to internship/student teaching)

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

. 1. American Political Institutions 3
(POLI A201, HIST A201, HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
For more information, see ICE Program requirements on pages 31.
Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[1] 17
EDUC A245 2
EDPY A334 3
EDSE A312 3
EDRD A318 3
EDRD/ENGL A485 3
EDFN A321 3

3. Professional Program Requirements[1] 29
EDUC A455 3
EDRD A518 3
EDSE A446 4
EDSE A447 4
EDSE A471, A476 15

4. Subject Area Requirements[1] 27-29
ENGL A275 3
ENGL A285 3
ENGL A289 3
ENGL A291 3
ENGL A360 3
ENGL A450 3
ENGL A460 3
Content Area Electives* (2) 6-8

*These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

Total Hours 123-128
Must have a grade of C or better.
For a list of courses that will meet the Humanities general education requirement, see pages 31.

Bachelor of Arts in Education— Major in Middle Level Education

(Area of Concentration in Mathematics)

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34
At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 7-8
Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (one lab)

2. History of Civilization 3
(HIST A101 or HIST A102)

3. Social and Behavioral Sciences 6
Psychology A101 and one other social behavioral science from the following groups:
Sociology, Anthropology,
Economics, Political Science, Geography

4. Languages 6-8
(Two (2) semesters of the same language required.)

5. Humanities

Humanities electives selected from below 9
(at least 2 areas)
Communication (last two digits must be in 50s or 60s)
History, Literature, Art History, Music History, Theatre History, Philosophy (other than logic), Religion, Selected Language courses,
Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[1] 3
(COMM A201, or COMM A241)

4. Math/Statistics/Logic[1]
All education majors are encouraged to take the math placement exam. Those who do not take the math placement . exam must take MATH A104 prior to MATH A108.

Math A108 3
(Candidates who place out of MATH A108 or have taken a higher level mathematics course that requires MATH A108 as a pre-requisite, (except MATH A222) may substitute any 3-hour elective in place of MATH A108.)

STAT A201 (or higher statistics) 3

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.
(Education majors must complete this requirement at least one semester prior to internship/student teaching)

6. Satisfactory completion of three courses designated as Writ

ing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

. 1. American Political Institution.....3
(POLI A201, HIST A201, HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
For more information, see ICE Program requirements on pages 31.
Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[1] 17
EDUC A245 2
EDPY A334.....3
EDSE A312.....3
EDRD A318.....3
EDRD/ENGL A485 3
EDFN A321 3

3. Professional Program Requirements[1] 29
EDUC A455 3
EDRD A518 3
EDSE A446.....4
EDSE A450.....4
EDSE A471, A476 15

4. Subject Area Requirements[1].....24-26
MATH A111 3
MATH A112.....3
MATH A221.....3
MATH A222.....3
MATH A503.....3
Content Area Electives* (2) 6-8

*These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

Total Hours 123-128
Must have a grade of C or better.
For a list of courses that will meet the Humanities general education requirement, see pages 30.

Bachelor of Arts in Education— Major in Middle Level Education
(Area of Concentration in Science)

1. General Education Requirements 51-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34
At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....8
(BIOL 121 and PHYS 101)

2. History of Civilization.....3
(HIST A101 or HIST A102)

3. Social and Behavioral Sciences 6
Psychology A101 and one other social behavioral science from the following groups: Sociology, Anthropology, Economics, Political Science, Geography

4. Languages 6-8
(Two (2) semesters of the same language required.)

5. Humanities

Humanities electives selected from below 9
(at least 2 areas)
Communication (last two digits must be in 50s or 60s)
History, Literature, Art History, Music History, Theatre History, Philosophy (other than logic), Religion, Selected Language courses,
Humanities (HSSI acronym), Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[1] 3
(COMM A201, or COMM A241)

4. Math/Statistics/Logic[1]
All education majors are encouraged to take the math placement exam. Those who do not take the math placement . exam must take MATH A104 prior to MATH A108.

Math A108 3
(Candidates who place out of MATH A108 or have taken a higher level mathematics course that requires MATH A108 as a pre-requisite, (except MATH A222) may substitute any 3-hour elective in place of MATH A108.)

STAT A201 (or higher statistics) 3

5. Satisfactory completion of Writing Proficiency Requirement
For more information, see Writing Proficiency Portfolio on page 32.
(Education majors must complete this requirement at least one semester prior to internship/student teaching)

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility.....3

. 1. American Political Institutions 3
(POLI A201, HIST A201, HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
For more information, see ICE Program requirements on pages 31.
Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[1] 17
- EDUC A245 2
- EDPY A334 3
- EDSE A312 3
- EDRD A318 3
- EDRD/ENGL A485 3
- EDFN A321 3

3. Professional Program Requirements[1] 29
- EDUC A455 3
- EDRD A518 3
- EDSE A446 4
- EDSE A453 4
- EDSE A471, A476 15

4. Subject Area Requirements[1] 29-31
- PHYS A201 or A211 4
- BIOL A122 4
- ASTR A111 4
- CHEM A101 or A103 4
- GEOL A201 4
- MATH A111 3
- Content Area Electives* (2) 6-8

*These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

Total Hours 126-130
Must have a grade of C or better.
For a list of courses that will meet the Humanities general education requirement, see pages 31.

Bachelor of Arts in Education— Major in Middle Level Education
(Area of Concentration in Social Studies)

1. General Education Requirements 51-53

A. Knowledge of Human Cultures and the Physical and Natural World 32-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 7-8
   Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (one lab)

2. History of Civilization 3
   (HIST A101)

3. Social and Behavioral Sciences 6
   Psychology A101 and one other social behavioral science from the following groups:
   Sociology, Anthropology,
   Economics, Political Science, Geography

4. Languages 6-8
   (Two (2) semesters of the same language required.)

5. Humanities

   United States History 3
   (HIST A 201)

   Humanities electives selected from below 6
   Communication (last two digits must be in 50s or 60s)
   Literature, Art History, Music History, Theatre History,
   Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[1] 3
   (COMM A201, or COMM A241)

4. Math/Statistics/Logic[1]
   All education majors are encouraged to take the math placement exam. Those who do not take the math placement . exam must take MATH A104 prior to MATH A108.

   Math A108 3
   (Candidates who place out of MATH A108 or have taken a higher level mathematics course that requires MATH A108 as a pre-requisite, (except MATH A222) may substitute any 3-hour elective in place of MATH A108.)

   STAT A201 (or higher statistics) 3

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
   (Education majors must complete this requirement at least one semester prior to internship/student teaching)

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Not all sections of WI-approved courses are offered in the WI format in a given semester. Sections approved as WI will be indicated in the USC Aiken schedule of courses at the time of priority registration.

C. Personal and Social Responsibility 3

. 1. American Political Institutions 3
   (POLI A201)

2. Inter-Curricular Enrichment Program (ICE)
   For more information, see ICE Program requirements on page 31.
   Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[1] 17
- EDUC A245 2
- EDPY A334 3
- EDSE A312 3

EDRD A318 3
EDRD/ENGL A485 3
EDFN A321 3

3. Professional Program Requirements[1] 29
EDUC A455 3
EDRD A518 3
EDSE A446 4
EDSE A449 4
EDSE A471, A476 15

4. Subject Area Requirements[1] 27-29
ECON A221 or A222 3
GEOG A101 3
GEOG A102 3
HIST A102 3
HIST A202 3
HIST A351 or A451 3
Content Area Electives* (2) 6-8

*These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

Total Hours 123-128
Must have a grade of C or better.
For a list of courses that will meet the Humanities general education requirement, see pages 31.

Secondary Education

The Secondary Education Program prepares candidates for teaching in public school grades 9-12. Programs in the subject areas of biology, chemistry, English, mathematics, and comprehensive social studies provide subject-matter expertise and a comprehensive and balanced liberal arts background. Professional requirements of the curriculum offer several semesters of public school experience at the level of individual candidate interaction and for on-site experimentation with methods and materials of curriculum in a chosen certification area.

Secondary Education candidates transferring from a two-year institution will not receive transfer credit for courses considered upper division (300 level or above). In addition, transfer credit will not be granted for courses taken in which the prerequisites have not been observed.

Bachelor of Science in Education—Major in Secondary Education

(Area of Concentration in Biology)

1. General Education Requirements 51-54

A. Knowledge of Human Cultures and the Physical and Natural World 32-34
At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 8
   BIOL A121[1]
   PHYS A201, A202, A211, or A212
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities
   Literature 3
   Humanities electives selected from two areas from the following[2] 6
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Literature, Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[1] 3
   (COMM A201 or COMM A241)

4. Math/Statistics/Logic[1]
   All secondary science education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104 and MATH A108 prior to MATH A122.

   MATH A122 or A141 3-4
   STAT A201 or STAT A509 3

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
   (Education majors must complete this requirement at least one semester prior to internship/student teaching)

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility 3

1. American Political Institutions 3
   (POLI A201, HIST A201, or A202)

2. Inter-Curricular Enrichment Program (ICE)
   For more information, see ICE Program requirements on page 31.
   Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning .....
While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[1] 14
EDUC A245 2
EDSE A312 3
EDRD A318 3

EDFN A321 3
EDPY A334 3

3. Professional Program Requirements[1] 26
EDRD A518 3
EDSE A446, A453 8
EDSE A471, A476 15

4. Subject Area Requirements[1] 40
BIOL A122, A320, A350, A370 16
BIOL A325 or A360 4
BIOL A315, A316, A516, or A528 4
CHEM A111, A112, A331, A331L 12
BIOL A499 and BIOL A490 or GEOL A490 4

Total Hours 131-134

[1] Must have a grade of C or better.
[2] For a list of courses that will meet the Humanities general education requirement, see pages 31.

Bachelor of Science in Education— Major in Secondary Education

(Area of Concentration in Chemistry)

1. General Education Requirements 50-52

A. Knowledge of Human Cultures and the Physical and Natural World 29-31

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 8
   BIOL A121[1]
   PHYS A201 or A211
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences 3
   Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities
   Literature 3
   Humanities electives selected from two areas from the following[2] 6
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 18

1. Critical Inquiry 1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
3. Oral Communication[1] 3
   (COMM A201 or COMM A241)
4. Math/Statistics/Logic[1] 8
   All secondary chemistry education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104, MATH A108, MATH A111 and MATH A112 prior to MATH A141.
   MATH A141 and MATH A142
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
   (Education majors must complete this requirement at least one semester prior to internship/student teaching)
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility 3

1. American Political Institutions 3
   (POLI A201, HIST A201, or A202)
2. Inter-Curricular Enrichment Program (ICE)
   For more information, see ICE Program requirements on page 31.
   Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning .....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[1] 14
EDUC A245 2
EDSE A312 3
EDRD A318 3
EDFN A321 3
EDPY A334 3

3. Professional Program Requirements[1] 26
EDRD A518 3
EDSE A446, A453 8
EDSE A471, A476 15

4. Subject Area Requirements[1] 51-52
CHEM A111 and A112 8
CHEM A310, A311, A311L, A331/A331L, A332/A332L, A321/A321L, A541/A541L, A542/A542L, A511/A511L, and two of the three following courses: A511, A522, or A550.
CHEM A499 3
PHYS A202 or A212 4
BIOL A541 3

Total Hours 141-144

[1] Must have a grade of C or better.
[2] For a list of courses that will meet the Humanities general education requirement, see page 31.

Bachelor of Arts in Education— Major in Secondary Education
(Area of Concentration in English)

1. General Education Requirements 51-53

A. Knowledge of Human Cultures and the Physical and Natural

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World 32-24
At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biological Science (BIOL) and a
   Physical Science (CHEM, GEOL, PHYS, or ASTR)(one lab)
2. History of Civilization 3
   (HIST 101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities
   ENGL A284[1] and A288[1].....6
   Humanities electives selected from the following[2].....3
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[1].....3
   (COMM A201 or COMM A241)

4. Math/Statistics/Logic 6

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or A202)

2. Inter-Curricular Enrichment Program (ICE)
   For more information, see ICE Program requirements on page 31.
   Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[1] 14
EDUC A245.....2
EDSE A312.....3
EDRD A318.....3
EDFN A321.....3
EDPY A334.....3

3. Professional Program Requirements[1] 26
EDRD A518.....3
EDSE A446, A447.....8
EDSE A471, A476.....15

4. Subject Area Requirements[1] 36
ENGL A275, A285, A289, A291, A450, A460, A462 21
American Literature (300-level or above) 3
British Literature (300-level or above) 3
ENGL A360 3
ENGL A362 3
EDRD A485 3

Minimum total hours 126-129

[1] Must have a grade of C or better.
[2] For a list of courses that will meet the Humanities general education requirement, see pages 31.

Bachelor of Science in Education— Major in Secondary Education
(Area of Concentration in Mathematics)

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34
At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biological Science (BIOL) and PHYS A211 (with lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences (two areas) 6
   Psychology, Sociology, Anthropology,
   Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities
   Literature.....3
   Humanities electives selected from two areas from the following[1].....6
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History,
   Literature, Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[2] 3
(COMM A201 or COMM A241)

4. Math/Statistics/Logic[2]

All secondary math education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH A104, MATH A108, MATH A111 and MATH A112 prior to MATH A141.

MATH A170 3
MATH A174 3

5. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio on page 32.

(**Education majors must complete this requirement at least one semester prior to internship/student teaching**)

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition on page 31.

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility 3

1. American Political Institutions 3
(POLI A201, HIST A201, or A202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements on page 31.

Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning .....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[2] 14

EDUC A245 2
EDSE A312 3
EDRD A318 3
EDFN A321 3
EDPY A334 3

3. Professional Program Requirements[2] 26

EDRD A518 3
EDSE A446, A450 8
EDSE A471, A476 15

4. Subject Area Requirements[2] 40

MATH A141, A142, A241, A242 16
MATH A420, A531, A544, A546, A554 15
CSCI A102 3
STAT A509 3
MATH A503 3

Minimum total hours 130-133

[1] For a list of courses that will meet the Humanities general education requirement, see pages 31.
[2] Must have a grade of C or better.

Bachelor of Arts in Education— Major in Secondary Education

(Area of Concentration in Comprehensive Social Studies)

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences 7-8
Biological Science (BIOL) and a Physical Science (CHEM, GEOL or ASTR) (one lab)
2. History of Civilization 3
(HIST A101)
3. Social and Behavioral Sciences 6
(PSYC A101 and SOCY A101)
4. Languages 6-8
(Two (2) semesters of the same language required.)
5. Humanities
HIST A102 3
Literature 3
Humanities electives selected from the following[2] 3
Communication (last two digits must be in 50s or 60s)
History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses,
Humanities (HSSI acronym)
Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry 1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[1] 3
(COMM A201 or COMM A241)

4. Math/Statistics/Logic

MATH A108 or higher or statistics 3
Any math/statistics or logic elective excluding MATH A221 and MATH A222 3

5. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio on page 32.

(**Education majors must complete this requirement at least one semester prior to internship/student teaching**)

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition on

page 31.

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201)

2. Inter-Curricular Enrichment Program (ICE)
   For more information, see ICE Program requirements on page 31.
   Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[1] 14

EDUC A245 2
EDSE A312.....3
EDRD A318.....3
EDFN A321 3
EDPY A334.....3

3. Professional Program Requirements[1] 26

EDRD A518.....3
EDSE A446, A449 8
EDSE A471, A476 15

4. Subject Area Requirements[1] 30

HIST A201 and A202.....6
GEOG A102 and A103 6
ECON A221, A222 6
HIST above the 300 level.....3
ANTH A102.....3
POLI A122 3
PSYC A320 or PSYC 340.....3

Total hours 120-123

[1] Must have a grade of C or better.
[2] For a list of courses that will meet the Humanities general education requirements, see pages 31.

Bachelor of Arts in Special Education

The Special Education program provides preparation for teaching children, youth, and young adults with disabilities ages birth through 21 in public and private education environments. Each teacher education candidate receives a broad liberal arts and general education foundation. Additionally, candidates receive specific information regarding the abilities and needs of individuals with emotional and/or behavioral disorders, learning disabilities, traumatic brain injuries, autism, and mild to moderate intellectual disabilities. Extensive practica experiences across a variety of placements are provided.

1. General Education Requirements 50-53

A. Knowledge of Human Cultures and the Physical and Natural World 31-34

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....7-8
   Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (one lab)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences
   PSYC A101.....3
   Select one course from the following areas:.....3
   Sociology, Anthropology, Economics, Political Science, Geography
4. Languages 6-8
   (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)[2].....9
   Communication (last two digits must be in 50s or 60s)
   History, Literature, Art History, Music History, Theatre History, Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.

2. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.

3. Oral Communication[1].....3
   (COMM A201 or COMM A241)

4. Math/Statistics/Logic[1].....6
   MATH A108
   STAT A201[1]

5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
   (Education majors must complete at least one semester prior to student teaching/internship.)

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)

2. Inter-Curricular Enrichment Program (ICE)
   For more information, see ICE Program requirements on pages 31.
   Education majors must complete ICE requirements prior to internship/student teaching.

D. Integrative Learning.....

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Pre-Professional Program Requirements[1] 16-17

EDUC A210, A110L, or EDSE A311 1-2
EDFN A321 3
EDEC A211.....3

EDEX A440 3
EDEX A200 3
EDSE A312.....3

3. Professional Program Requirements[1] 59
1st Semester Junior Block:
EDEX A403, A403P, A420, EDRD A422, A430.....13
2nd Semester Junior Block:
EDEX A402, A430, A410, A425, A425P, EDRD A421 9
1st Semester Senior Block:
EDEX A415, A415P, A424, A424P, A435, A435P, EDRD A423 ..16
2nd Semester Senior Block: EDEX A472, A476.....15

4. Subject Area Requirement (PSYC A310 or A410) **.....3**

5. Concentration Area 12
Candidates must complete four (4) courses: EDRD A420, A421, A422 or A524, A423

Minimum total hours..... 128-132

[1] Must have a grade of C or better.

[2] For a list of courses that will meet the Humanities general education requirement, see pages 31. (See Professional Program requirements.)

Palmetto College Special Education/ Multicategorical Degree Completion Program

The Palmetto College is a collaborative online upper-level degree completion program which utilizes the resources of the USC system's four regional campuses (Lancaster, Salkehatchie, Sumter, and Union) and four senior campuses (Aiken, Beaufort, Columbia, and Upstate). Generally speaking, students who have completed a minimum of 60 hours of transferable coursework will be eligible to apply for admission to one of the senior campuses as a Palmetto College major. Students admitted as Palmetto College majors may not be concurrently enrolled in another degree program at the same time or another USC senior campus.

The School of Education at USC Aiken offers a Council for the Accreditation of Educator Preparation (CAEP) accredited online degree program in Special Education/Multicategorical through the Palmetto College program. Students who have been admitted to USC Aiken as a Palmetto College education major will be able to complete all upper-level requirements for the Bachelor of Arts in Special Education degree online. The curriculum and degree requirements for the Palmetto College education major are exactly the same as those prescribed for the full four-year Special Education program offered by USC Aiken. Accordingly, Palmetto College education majors must fulfill all USC Aiken general education and major requirements listed elsewhere in this Bulletin. Students who successfully complete the Palmetto College Special Education/Multicategorical Degree Completion Program will receive the Bachelor of Arts in Special Education degree from USC Aiken. For more information on the Education Degree Completion Program, please contact Ms. Mary Coule, the USC Aiken Palmetto College advisor at (803) 641-3595 or by e-mail at maryco@usca.edu.

Minor in Educational Studies

The minor in educational studies provides undergraduates in any major the opportunity to explore the various issues, policies, and forces that shape education as well as explore careers in education. This minor does **NOT** lead to certification.

Required (6)
EDFN A321 Dynamics of American Public Education 3
EDPY A235 Introduction to Educational Psychology 3

Either Choose One (1) from Group A and three (3) courses or course grouping from Group B; or four (4) courses (or course grouping) from Group B (12)

Group A:
EDPY A330 Life-Span Growth and Development 3
EDUC A245 Technology Integration for Teaching and Learning 2
EDPY A334 Introduction to Adolescent Growth and Development 3
EDEC A211 Family Life Education and Professional Practice.....3

Group B:
EDEC A256 Physical Education and Health in Early Childhood or EDEL A225 Physical Education and Health in Elementary Education.....3
EDUC A245 Technology Integration for Teaching and Learning.....2
EDEX A200 Introduction to People with Exceptionalities.....3
EDEX A440 Assistive Technology for Diverse Learners.....3
EDRD A218 Children's Literature.....3
EDRD A485 Adolescent Literature.....3
EDUC A399 Independent Study 3
EDUC A599 Special Studies in Education.....3
EDSE A311 Introduction to Adolescent Education and EDUC A210 Observation & Analysis in the Clinical Setting.....3
EDSE A312 Teaching Diverse Populations in the Middle and HS.....3

Total hours required 18

Course Descriptions

Curriculum and Instruction (EDUC)

EDUC A110 **Introduction to Careers in Education. (2)** A survey of careers in education, utilizing field experiences, field trips, seminars, and reading assignments to focus on personal and professional development.

EDUC A110L **Introduction to Careers: Clinical Experience. (1)** Supervised clinical experience focusing on observation and analysis of classroom settings. (Teacher Cadets only, may substitute EDUC A110L for EDUC A210.)

EDUC A210 **Observation & Analysis in the Clinical Setting. (1)** (Prereq: Second Semester Freshman Status) The observation and analysis of methods and techniques used in classroom management. It is recommended that candidates take this course as second-semester freshman. Students who earned credit for EDUC A110L may not take EDUC A210 for credit.

EDUC A245 **Technology Integration for Teaching and Learning. (2)** A laboratory course in the study and construction of modern classroom materials. Emphasis will be placed upon practical survey of media and materials that facilitate the teaching-learning process and classroom application of technology.

EDUC A300 **Mathematics for Instructional Purposes for Early Childhood and Elementary Teachers. (3)** (Prereq: Grade of C or better in MATH A108 or by special permisson from the Dean.) Provide mathematics content for early childhood and elementary teachers based on Pre-K through Grade 6 Mathematics Curriculum Standards. Content will be explored through the use of research-based instructional strategies appropriate for young children, modeling methods considered best practices. Mathematics content will be discussed from a developmental perspective.

EDUC A399 **Independent Study. (1-3)** (Prereq: permission of instructor)

EDUC A455 **The Middle School Curriculum and Organization. (3)** (Prereq: admission to the Professional Program in Education or permission from the Dean) Study of the middle school program, including history, purposes, organization, curriculum, evaluation, and characteristics of middle school children. (Spring only)

EDUC A599 **Special Studies in Education. (1-12)** Intensive consideration of special topics for independent study or alternative internship.

Early Childhood Education (EDEC)

EDEC A211 **Family Life Education and Professional Practice. (3)** An ecological systems approach will be used to explore practices which develop the relationship between home and school. Family dynamics and adult development will be explored. Additional areas of professional practice will be discussed including advocacy, ethics, and philosophical perspectives.

EDEC A256 **Physical Education and Health in Early Childhood. (3)** The physical development of young children will be examined. Appropriate physical education and movement activities for children ages birth to age 8 will be explored. Health issues related to young children will also be discussed and strategies for teaching young children about health will be explored. Candidates who earned credit for HPED A256 may not earn credit for EDEC A256.

EDEC A320 **Introduction to Early Childhood Special Education (3).** This course provides an overview of early childhood special education for children ages birth-five. A survey of the abilities of young children will be explored including communication, cognitive development, motor skills, sensory issues, health impairments, and adaptive abilities.

EDEC A321 **Assessment of Young Children with Disabilities (3).** Young children with special needs may need to be screened for potential developmental delays and medical referrals. This course will explore such screening instruments as well as assessment tools for monitoring a child's progress.

EDEC A322 **Procedures for Working with Young Children with Disabilities (3).** Developing the Individualized Family Service Plan (IFSP) and Individual Education Program (IEP) provides the framework for working with young children with special needs in a variety of settings. Laws affecting the work of early childhood special education will be discussed as well as the collaborative nature of this field.

EDEC A323 **Social and Emotional Development and Guidance for Young Children with Disabilities (3).** This course will explore the social and emotional development of young children and relevant guidance strategies for a variety of settings.

EDEC A324 **Practicum Field Experience in Early Childhood Special Education (3).** Students will participate in a supervised field experience in a setting with young children with identified special needs. These settings may include early intervention programs such as Head Start/Early Head Start, 4K, and public school programs for young children with special needs, as well as home visits. The practicum experience will include at least 30 hours of field experience.

EDEC A411 **Child Development and Foundations in Early Learning. (3)** (Prereq: admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) Child Development and Foundations in Early Learning will include an overview of the field of early childhood education which spans the ages of birth through eight. Child development spanning this age range and foundations of learning will be explored. A variety of programs work with children in this age range including child care, Head Start, parent education, preschool, and public school. This course will survey the state and federal programs which work with children of this age. Candidates who earned credit for EDEC A210 may not earn credit for EDEC A411.

EDEC A435 **Math Experiences in Early Childhood Education. (4)** (Prereq: Grades of C or better in MATH A108 and EDUC A300; admission to Professional Program in Education or permission from the Dean) This methods course includes the basic content of the inquiry area of math as it is to be presented to preschool and primary children. Appropriate experiences, learning activities, materials, and equipment to aid the development of math concepts in young children are presented. Multicultural influences and needs of exceptional children are addressed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on math learning experiences, materials, and equipment.

EDEC A436 **Social Studies and Science in Early Childhood Education. (4)** (Prereq: admission to Professional Program in Education or permission from the Dean) This methods course includes basic content in the academic areas of social studies and science as they are presented to preprimary and primary children. Developmentally appropriate experiences, learning activities, materials, and equipment, as well as multicultural influences and needs of exceptional children are addressed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on social studies and science learning experience, materials, and equipment.

EDEC A469 **Internship in Early Childhood Education. (12)** (Prereq: admission to Professional Program in Education and Internship.) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

EDEC A476 **Senior Seminar. (3)** (Coreq: EDEC A469) The synthesis and critical evaluation of professional studies in early childhood education.

EDEC A540 **Child Study and Assessment. (3)** (Prereq: admission to Professional Program in Education or permission from the Dean) A study of the physical, emotional, intellectual, and social components of development, prenatal through age eight, and its relationship to the education of the young child birth - eight will be explored. Various methods of assessing development and learning will be addressed.

EDEC A542 **Environmental Design and Classroom Management in Early Childhood Education. (3)** (Prereq: admission to Professional Program in Education or permission from the Dean) Strategies for setting up the early childhood environment to support and facilitate learning will be explored. The role of the environmental design in relation to classroom management will also be discussed. Theoretical perspectives for environmental design and classroom management will be analyzed.

EDEC A544 **Language, Literacy, and the Arts. (4)** (Prereq: admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block: EDEC A410, EDEC A542, EDRD A520) This methods course will explore instruction related to the English Language Arts standards focusing on oral and written language. Creative Arts will be used as a strategy for enhancing literacy. Strategies for addressing the diverse needs of students including English language learners will be discussed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on literacy. Lesson plans will be implemented and

evaluated.

Educational Psychology (EDPY)

EDPY A235 **Introduction to Educational Psychology. (3)** Applications of those psychological principles, theories, and data upon which effective classroom practices are based, including general methods and techniques. A variety of teaching models for classroom management will be considered with the focus on the teacher as a decision maker in planning, evaluations, and control. Emphasis on motivation, learning problems, individual differences, measurement.

EDPY A330 **Lifespan Growth and Development. (3)** An overview of general principles of life-long human growth and development, with special emphasis on the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.

EDPY A333 **Introduction to Child Growth and Development. (3)** Basic course designed to familiarize the prospective teacher with the patterns of social, emotional, physical, and intellectual growth of the individual. Development of these growth patterns from the prenatal stage to the onset of adolescence.

EDPY A334 **Introduction to Adolescent Growth and Development. (3)** Basic course designed to familiarize the prospective junior and senior high school teacher with the pattern of social, emotional, physical, and intellectual growth of the individual during his/her adolescent years.

Elementary Education (EDEL)

EDEL A225 **Teaching Health and PE in the Elementary School. (3)** Current methods and techniques for teaching health and physical education in grades 2-6. The course includes instruction in movement education, rhythmic activities, games, gymnastics, and sports skill development. An equal emphasis is placed on understanding the total school heatlh program, consisting of health instruction, health services, and healthful school environments.

EDEL A430 **Creative Arts in the Elementary School. (3)** Methods, techniques, and materials for using art, music, and drama in the elementary classroom as a means of increasing effectiveness of instruction.

EDEL A431 **Teaching Mathematics in the Elementary School. (4)** (Prereq: Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block) Materials and programs for teaching mathematics in the elementary school. Supervised clinical experience in an elementary education classroom. Observations and participation are required with a focus on mathematical learning experiences, materials, and equipment. Seminars and group discussions included.

EDEL A432 **STEM: Science, Technology, Engineering, and Math in the Elementary School. (4)** (Prereq: Admission to Professional Program in Education or permission from the Dean, completion of at least four credit hours of natural or physical science; Coreq:Junior Block) Materials and programs for teaching science in the elementary school. Supervised clinical experience in an elementary education classroom. Observations and participation in a classroom setting are required with a focus on science learning experiences, materials, and equipment. Seminars and group discussion included.

EDEL A434 **Teaching Language Arts in the Elementary School. (3)** (Prereq: EDRD A218 and Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) Materials and programs for teaching language arts in the elementary school with emphasis on communication skills.

EDEL A441 **Classroom Management. (3)** (Prereq: Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block) Study of classroom management strategies including grouping, grading, behavior management, and organization of the students, space, time and materials for effective learning to take place.

EDEL A443 **Teaching Social Studies in the Elementary School. (4)** (Prereq: Completion of three hours of history, Admission to Professional Program in Education or permission from the Dean; and Senior Block) Materials and programs for teaching social studies in the elementary school. Supervised clinical experience in an elementary education classroom. Observations and participation are required with a focus on the teaching of social studies and the materials used to enhance student learning.

EDEL A445 **Classroom Assessment. (3)** (Prereq: EDPY A330, EDPY A235, Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) Study of formal and informal assessment instruments and strategies and their application in measuring and monitoring learning.

EDEL A470 **Internship in the Elementary School. (12)** (Prereq: Admission to the Professional Program in Education and to the Teaching Internship; Coreq: EDEL A476). A program of observation and teaching in the public schools under the supervision of university and public school personnel.

EDEL A476 **Senior Seminar. (3)** (Coreq: EDEL A470) The synthesis and critical evaluation of professional studies in elementary education.

Exceptional Learner (EDEX)

EDEX A200 **Introduction to People with Exceptionalities. (3)** A survey of the development of special education, the current legal guidelines with emphasis on public school mandates, and the various clusters of exceptionalities: definitions, classifications, identification, prevalences, causes, characteristics, and educational needs, including inclusion in general education classrooms.

EDEX A401 **Introduction to High Incidence Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A401P) This course is a survey of people with learning disabilities, emotional and/or behavioral disorders, and intellectual disabilities. Emphasis will be placed on characteristics, definition, and etiology of the aforementioned disabilities.

EDEX A401P **Practicum in High Incidence Disabilities. (1)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A401) This course will provide observation, participation, and/or teaching experiences with people with learning disabilities, emotional and/or behavioral disorders, and intellectual disabilities.

EDEX A402 **Autism, Traumatic Brain Injury, and Severe Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course investigates issues including parent and teacher education, research pertaining to classroom instruction, group and individual instruction, and advances in treatment of individuals who have

autism, traumatic brain injury, or severe disabilities. (Spring only)

EDEX A403 **Assessment of People with Exceptionalities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A403P) This course is an exploration of assessment practices from initial screening by classroom teachers to interpretation of professional evaluations. Candidates will practice administering, scoring, and interpreting assessment instruments. (Fall only)

EDEX A403P **Practicum in Assessment of People with Exceptionalities. (1)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A403) This course will provide practical observation and practice regarding assessing students with exceptionalities in an educational setting. Candidates will be required to administer, score, and interpret assessments for students with exceptionalities. (Fall only)

EDEX A404 **Collaboration and Inclusion. (3)** (Prereq: EDEX A200 and Admission to the Professional Program or permission from the Dean) Inclusion will be analyzed from its origins in the Regular Education Initiative through model inclusionary programs. Topics such as collaboration, co-teaching, supervising paraprofessionals, legal issues, placements, educational approaches, and family involvement will be discussed.

EDEX A405 **IEP Development and Transitioning. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course will provide candidates with the necessary federal and state references, a guide for developing an Individualized Education Program (IEP), and a process for writing annual goals and short-term objectives that meet federal and state requirements. The course will also include strategies helpful in the transition process as students move from school to work environments.

EDEX A410 **Introduction to People with Intellectual Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) A survey of people with intellectual disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with intellectual disabilities in the least restrictive environment. (Fall only)

EDEX A414 **Methods and Materials in High Incidence Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course will provide an exploration of methods and materials used for teaching people with learning disabilities, emotional and/or behavioral disorders, or intellectual disabilities.

EDEX A415 **Methods and Materials for Teaching People with Intellectual Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A415P) Methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with intellectual disabilities, including the development of Individualized Education Programs. Meets multicategorical special education certification and mental disabilities certification requirements. (Fall only)

EDEX A415P **Practicum in the Instruction of People with Intellectual Disabilities. (1-3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A415) Field experiences in the application of methods and materials for people with intellectual disabilities. Meets special education in mental disabilities certification requirements. (Fall only)

EDEX A416 **Adapting Mathematics and Science Curricula. (3)** (Prereq: Grades of C or better in the two required math courses, EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEXA 416P) This course includes the basic content of the inquiry areas of mathematics and science as they are taught to students with exceptionalities. Appropriate methods to teach mathematics and science concepts will be presented in this course. Candidates will also learn how to make classroom accommodations for students with exceptionalities.

EDEX A416P **Practicum in Adapting Mathematics and Science Curricula. (1)** (Prereq: Grades of C or better in the two required math courses, EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A416) This course will provide practical observation, participation, and teaching experiences in the areas of mathematics and science with students with exceptionalities.

EDEX A417 **Adapting Language Arts and Social Studies Curricula. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A417P) This course includes the basic content of the academic areas of language arts and social studies as they are taught to students with exceptionalities. Appropriate methods to teach language arts and social studies curricula will be presented in this course. Candidates will also learn how to make classroom accommodations for students with exceptionalities.

EDEX A417P **Practicum in Adapting Language Arts and Social Studies Curricula. (1)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A417) This course will provide practical observation, participation, and teaching experiences in the areas of language arts and social studies with students with exceptionalities.

EDEX A420 **Introduction to Learning Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A420P) A survey of people with learning disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with learning disabilities in the least restrictive environment. (Fall only)

EDEX A420P **Practicum in the Instruction of People with Learning Disabilities. (1-3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A420) Field experiences in the application of methods and materials for learning disabilities which address certification requirements.

EDEX A424 **Behavior Intervention and Management. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A424P) This course will provide methods for planning, implementing, and evaluating appropriate and effective behavior management programs. Candidates will also learn methods for assisting students with exceptionalities in the changing of their behaviors. (Fall only)

EDEX A424P **Practicum in Behavior Intervention and**

Management. (1) (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX 424) This course will provide practical observation, participation, and teaching experiences with students with exceptionalities. Candidates will be required to plan, implement, and evaluate a behavior intervention program for students with exceptionalities. (Fall only)

EDEX A425 **Methods and Materials for Teaching People with Learning Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A425P) Methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with learning disabilities, including the development of Individualized Education Programs. Meets multicategorical special education certification and learning disabilities certification requirements. (Fall only)

EDEX A425P **Practicum in Teaching People with Learning Disabilities. (1-3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A425) Field experiences in the application of methods and materials for learning disabilities which address certification requirements. (Fall only)

EDEX A427 **Teaching Reading in General Education and Special Education. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) Study of methods of reading instruction used by P-12 learners with and without disabilities. (Spring only)

EDEX A430 **Characteristics of People with Emotional and/or Behavioral Disorders. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) A survey of people with emotional and/or behavioral disorders, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with emotional and/or behavioral disorders in the least restrictive environment. (Spring only)

EDEX A435 **Methods and Materials for Teaching People with Emotional and/or Behavioral Disorders. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A435P) Methods and procedures related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with emotional and/or behavioral disorders, including the development of Individualized Education Programs. Meets multicategorical special education certification and emotional disabilities certification requirements. (Spring only)

EDEX A435P **Practicum in the Instruction of People with Emotional and/or Behavioral Disorders. (1-3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A435) Field experiences in the application of methods and materials for people with emotional and/or behavioral disorders, including the development of Individualized Education Programs. Meets multicategorical special education certification and emotional disabilities certification requirements. This course requires 25 hours of clinical field experience for each credit awarded. (Spring only)

EDEX A440 **Assistive Technology for Diverse Learners. (3)** This is an introductory course intended to expose students to a variety of technologies used by and with persons with exceptionalities. Students will gain hands-on skills in designing technology-based instructional materials for students with a wide range of exceptionalities. A focus on Universal Design for Learning is at the core of this course, with a goal of providing students with the ability to adapt technology, instruction, and assessment to meet a range of student needs. Exposure to adaptive and assistive technologies, as well as state-of-the-art software and hardware, will take place during the course.

EDEX A472 **Internship in Special Education. (12)** (Prereq: Admission to the Professional Program in Special Education and Admission to Internship in Special Education; Coreq: EDEX A476) A program observation and teaching in the public schools under the supervision of certified special education teachers and university personnel.

EDEX A476 **Senior Seminar. (3)** (Prereq: Admission to the Professional Program in Special Education and Admission to Internship in Special Education; Coreq: EDEX A472) The course is the synthesis and critical evaluation of professional studies in special education.

EDEX A499 **Special Topics in Special Education. (3)** Intensive consideration of special topics.

Foundations of Education (EDFN)

EDFN A321 **Dynamics of American Public Education. (3)** Extensive treatment of social, political, economic and philosophical influences that have shaped public education. Study of the financial, organizational, and legal aspects of education. Library assignments provide a working knowledge of professional standard references and journals.

Health, Physical Education and Recreation (HPED)

HPED A231 **Personal and Community Health. (3)** A course incorporating the principles of personal hygiene, including the physiological systems of the body with emphasis on first aid, safety, sanitation, and communicable and non-communicable diseases.

HPED A312 **Foundations of Coaching. (3)** The philosophical bases, leadership theory, administrative practice, and organizational problems of competitive athletics.

HPED A409 **Independent Study in Health, Physical Education or Recreation. (3)** Independent research in one of the three indicated areas under the direction of appropriate faculty.

HPED A599 **Selected Topics. (3)** An in-depth study of current topics drawn from the literature or from practice. (Offered by student demand)

Reading and Literature (EDRD)

EDRD A218 **Children's Literature. (3)** (Prereq: Grade of C or better in ENGL A102) Reading interests of children and their curricular and developmental needs for literature are explored. The course presents basic information in the field of children's literature including authors, illustrators, and appropriate reference materials. Students who earned credit for EDRD A418 may not take EDRD A218 for credit.

EDRD A318 **Foundations in Reading and Assessment in the Middle and High School. (3)** This course will provide an overview of the theoretical and evidence-based foundations of reading in middle level and secondary education. Major theological pespectives of cognitive, linguistic, motivational, and sociocultural foundations of reading and writing will be examined. Additional study of formal and informal assessment instruments

and strategies and their application in measuring and monitoringg student learning will occur. Seminars and group discussions are held. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A421 **Assessment of Reading in Elementary Education. (3)** (Prereq: EDRD A318 and Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block) Clinical and classroom aspects of teaching students with reading difficulties are explored with emphasis on assessment, instructional materials, and teaching techniques. This course includes a practicum that will allow candidates to implement instructional strategies. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A422 **Instructional Practices in Elementary School Literacy and Creative Arts.** (3) (Prereq: Admission to Professional Program in Education or permission from the Dean: Coreq: Junior Block) This course will focus on instructional strategies for elementary school literacy and the integration of the creative arts. This course will provide pre-service teachers with the foundational knowledge, instructional practices, approaches, methods, and materials to create an environment focused on the literary creative arts. This course includes a practicum that will allow candidates to implement instructional strategies. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A423 **Content Area Reading and Writing in the Elementary School.** (3) (Prereq: EDRD A430 and Admission to Professional Program in Education or special permission from the Dean; Coreq: Senior Block) This course will focus on the study of foundational knowledge of content area literacy. This course will also provide pre-service teachers with the necessary strategies and materials that facilitate K-6 students' reading and writing skills in the content areas. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A430 **Foundations in Reading in Elementary and Special Education. (3)** (Prereq: EDRD A218 and Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) This course will provide an overview of the theoretical and evidence-based foundations of reading in elementary and special education.Major theoretical perspectives of cognitive, linguistic, motivational and sociocultural foundations of reading and writing will be examined. This course provides supervised classroom and clinical experience in teaching developmental reading. Seminars and group discussions are held. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.

EDRD A485 **Adolescent Literature. (3) [=ENGL A485]**A study of materials intended for young adults (13-19) with emphasis on the process of evaluating these materials to meet the educational, cultural and recreational needs of young adults. The characterization of adolescents in literature and the historical development of the writing of literary works for adolescents are examined. (Spring, odd years)

EDRD A518 **Content Area Reading and Writing in the Middle and High School. (3)** This course focuses on the study of foundational knowledge of content area literacy. This course also provides pre-service teachers with the necessary strategies and materials that facilitate Middle Level and Secondary students' skills in the content areas. This course aligns with Read to Succeed Legislation requirements for pre-service teachers. (Spring only)

EDRD A520 **Literacy Instruction for the Early Grades. (4)** (Prereq: EDRD A218 and Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) This course will focus on the study of the various approaches to literacy instruction and the place of literacy in the curriculum. A supervised classroom and clinical experiences in teaching literacy in the early grades is required.

EDRD A521 **Literacy Assessment in the Early Grades. (3)** (Prereq: EDRD 520 and Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block) A case study analysis of a student's reading ability will provide the context for this exploration of methods to support struggling readers.

EDRD A522 **Foundations in Reading in Early Childhood. (3).** (Prereq: Admission to the Professional Program) This course will provide an overview of the theoretical and evidence-based foundations of reading in early childhood. Major theoretical perspectives of cognitive, linguistic, motivational and sociocultural foundations of reading and writing will be examined. A wide range of texts from a variety of sources will be explored. An examination of adult learning theorities will also be explored. This course will include a practicum which provides an opportunity to implement reading and writing in a classroom of the emergence of the public middle and high schools. Candidates will study the psychological, intellectual, and assessment techniques in clinical settings in either the middle or high school classroom. (Spring only)

EDRD A523 **Content Area Reading and Writing in Early Education. (3)** (Prereq: Admission to the Professional Program) In addition to examining the integration of reading and writing across the curriculum, this course will examine the influence of diversity by understanding reading and writing in various contexts. Sharing reading information with families will also be explored. This course includes a practicum which allows candidates to implement best practices in classrooms.

EDRD A524 **Instructional Practices in Reading in Early Childhood. (4)** (Prereq: Admission to the Professional Program) This course will explore the instructional strategies which can be used to effectively design a balanced curriculum. This course will emphasize reading-writing connections. Language will be discussed from a developmental perspective including oral language, vocabulary development and fluency. This course includes a practicum which will allow candidates to implement instructional strategies.

EDRD A525 **Assessment of Reading in Early Childhood. (3)** (Prereq: Admission to the Professional Program) This course will examine various types of assessment which will determine students' strengths and areas for further instruction. This course includes a practicum in which candidates work with young children to assess their reading, interpret the data and select appropriate instructional strategies and materials for students based on data.

Secondary Education (EDSE)

EDSE A311 **Introduction to Adolescent Education. (2)** (Prereq: Second Semester Freshman Status) A historical overview learning experiences, materials, and equipment. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom. Also open to degreed students seeking certification. (Fall only)

EDSE A312 **Teaching Diverse Populations in the Middle and High School. (3).** This course promotes best practices in teaching diverse populations of students in the middle

and high school. Emphasis is on such dimensions of diversity as (1) individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background). Assessing students' diverse needs and the implications for teaching and learning are explored. (Fall only)

EDSE A446 **Classroom Management and Assessment in the Middle and High School. (4)** (Prereq: Admission to the Professional Program in Education or permission from the Dean). Study of classroom management strategies for middle and high school classrooms including grouping, grading, behavior management, and organization of the students, space, time, and materials for effective learning to take place. Additional study of formal and information assessment instruments and strategies and their application in measuring and monitoring student learning will occur. Candidates will participate in supervised observation and application of classroom management

EDSE A447 **Methods of Teaching English/Language Arts in the Middle and High School. (4)** (Prereq: Admission to the Professional Program in Education or permission from the Dean) Materials and methods of teaching English language arts in grades 5-12. Candidates are required to work with a master teacher in either the middle or high school for selected activities. Supervised clinical experiences in a middle or high school English or Language Arts classroom. Observation and participation is required with a focus on English/Language Arts learning experiences, materials, and equipment. Seminars and group discussions included. Candidates will complete a mimum of 40 hours in the middle or high school classroom. Also open to degreed students seeking teacher certification. (Fall only)

EDSE A449 **Methods of Teaching Social Studies in the Middle and High School.** (4) (Prereq: Admission to the Professional Program in Education or permission from the Dean) Materials and methods of teaching history and social studies in grades 5-12. Candidates are required to work with a master teacher in either the middle school or high school for selected activities. Supervised clinical experience in a middle or high school social studies classroom. Observation and participation is required with a focus on social studies learning experiences, materials, and equipment. Seminars and group discussions included. Candidates will complete a mimimum of 40 hours in the middle or high school classroom. Also open to degreed students seeking certification. (Fall only)

EDSE A450 **Methods of Teaching Mathematics in the Middle and High School** (4) (Prereq: Admission to the Professional Program in Education or permission from the Dean. Materials and methods of teaching mathematics in grades 5-12. Candidates are required to work with a master teacher in either the middle or high school for selected activities. Supervised clinical experience in a middle or high school mathmematics classroom. Observation and participation is required with a focus on mathematical learning experiences, materials, and equipment.

EDSE A453 **Methods of Teaching Science in the Middle and High School. (4)** (Prereq: Admission to the Professional Program in Education or permission from the Dean. Materials and methods of teaching science in grades 5-12. Candidates are required to work with a master teacher in either the middle school or high school for selected activities. Supervised clinical experience in a middle or high school science classroom. Observation and participation are required with a focus on science learning experiences. Seminars and group discussions included. Candidates will complete a mimimum of 40 hours in the middle or high school classroom. Also open for degreed students seeking certification. (Fall only)

EDSE A471 **Internship in the Middle or High School. (12)** (Prereq: Admission to both the Professional Program in Education and Internship; Coreq: EDSE A476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

EDSE A476 **Senior Seminar. (3)** (Coreq: EDSE A471) The synthesis and critical evaluation of professional studies in the middle and high school.

School of Nursing

School of Nursing

Thayer McGahee, Dean of the School of Nursing

Mission Statement

The School of Nursing endeavors to prepare students with the knowledge and skills necessary for success in a rapidly changing society. The School of Nursing contributes to the profession of nursing and to the development of students through the following goals: provision of quality nursing-education that prepares graduates with the nursing knowledge and competencies necessary to 1) assume responsible positions in the delivery of health care and 2) utilize evidence-based knowledge in the discipline of nursing.

Curricula

The School of Nursing offers a four-year program leading to the Bachelor of Science in Nursing (BSN) degree. In addition, the School of Nursing offers a Bachelor of Science in Nursing Completion track. This program is approved by the South Carolina State Board of Nursing. The baccalaureate program at the University of South Carolina Aiken School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

The nursing curriculum provides a required sequence of courses in nursing as well as required courses in the behavioral, biological, and physical sciences and communications. Learning experiences occur in a variety of settings, including the classroom, science laboratories, nursing skills laboratories, and area health care facilities.

Courses in the BSN completion track build upon the student's basic nursing program in preparation for practice in a variety of clinical settings.

Technological Literacy in Nursing

The School of Nursing requires that all entering students be computer literate. Students must check and respond to emails on a daily basis and be able to work online to accomplish individual and group assignments. They are also required to take standardized tests online each semester. Specific training will be provided for students who have clinical assignments in hospitals that require online documentation.

Associate Professors

Thayer McGahee, (Health Care Across the Life Span), Ph.D., RN, Medical College of Georgia, 1998, *Ione Wells Hanly/Bank of America Chair in Nursing*
Joyce Pompey, (Adult Nursing), D.N.P, APRN, University of South Carolina, 2008

Assistant Professors

Betty Abraham-Settles, (Nursing Administration), D.N.P., RN, Duquesne University, 2015
Mary Gaffney, (Child Health Nursing), Ed.D., RN, Walden University, 2015
Nancy Stark, (Adult Health), D.N.P., RN, NEA-BC, Medical College of Georgia, 2009
Katie A. Chargualaf, (Medical-Surgical Nursing), Ph.D., RN, University of Hawaii at Manoa, 2015
Robyn Havens, (Community Health Nursing), Ph.D., RN, Augusta University, 2017.
Kay Lawrence, (Nursing Science), Ph.D., RN, University of South Carolina, 2018

Senior Instructor

Lisa Simmons, (Child Health Nursing), M.S.N., RN, University of Alabama,1988

Instructors

Ashley Brittain, (Community Health Nursing), M.S.N., RN, Walden University, 2015
Susan Fowley, (Medical-Surgical Nursing), M.S.N., RN, Medical College of Georgia, 2002
Delia Frederick, (Nursing Education), MSN, RN, UNC Greensboro, 2005
Heather Jennings, (Adult-Child Health Nursing), M.S.N., NP-C, APRN, Medical College of Georgia, 2008
Katy Mooney, (Psychiatric/Mental Health Nursing), M.S.N., RN, Liberty University, 2013
Carolyn B. Sue-Ling, (Nurse Educator), M.S.N., M.P.A., RN, Brenau University, 2011
Tomeika Wimbush, (Women's Health), D.N.P., RN, Chamberlin Univeristy, 2018.

Distinguished Professors Emeriti

Patricia R. Cook, (Adult Nursing), Ph.D., RN, University of South Carolina, 1995
Lou Gramling, (Psychiatric Nursing), Ph.D., RN, Medical College of Georgia, 1991,
Trudy G. Groves, (Gerontological Nursing), Ed.D., RN, GNPC, University of Georgia, 1985
Linda Johnston, (Adult Nursing), Ph.D., RN, Medical College of Georgia, 1993

Professors Emeriti

Maureen Bravo, (Maternal-Child Nursing), D.N.P., RN, CPNP, Medical College of Georgia, 2009
Sandra J. Chubon, (Community Health), Ph.D., RN, University of South Carolina, 1986
Janice Cullen, (Adult Nursing), Ed.D., RN, University of South Carolina, 1994
Maggie T. Dorsey, (Adult Nursing), Ed.D., RN, Georgia Southern University, 2005
Phyllis R. Farr-Weinstein, (Adult Nursing), M.S.N., RN, ANP, Medical College of Georgia, 1984
Parivash S. Mura, (Maternal-Child), M.S.N., RN, Medical College of Georgia, 1973
L. Julia Ball, (Gerontological Nursing), Ph.D., RN, University of South Carolina/Medical University of South Carolina, 1997

BSN Program

The School of Nursing offers the Bachelor of Science in Nursing. This program is approved by the South Carolina State Board of Nursing. The baccalaureate program at the University of South Carolina Aiken School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. The graduate of this program is prepared to practice professional nursing in a variety of settings and has the necessary background for graduate nursing education. For registered nurses desiring to complete the baccalaureate degree, the School of Nursing offers an upper-level curriculum designed to meet the learning needs of graduates of Associate Degree or Diploma Programs in Nursing.

The BSN curriculum at USC AIken is congruent with the Essentials of Baccalaureate Education as specified by the American Association of Colleges of Nursing (2009).

A graduate of the BSN Program at USC Aiken:

1. Integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these through the professaional nursing curriculum.

2. Demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care,

in order to facilitate quality improvement in healthcare and ensure patient safety.

3. Provides evidence-based professional nursing care derived from theory and research.

4. Demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.

5. Applies knowledge of financial and regulatory health care policies in professional nursing practice.

6. Communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.

7. Applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.

8. Functions as a competent member of a profession demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.

9. Provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals,

Philosophy

The Baccalaureate Degree in Nursing Program views nursing as an art and science with a diverse theoretical base that is a vital component of health care. The scientific base of nursing expands as theories are advanced, developed from practice, tested in practice-based research, and further refined for practice in a variety of settings. Because the knowledge base for nursing is continually advancing and health care is evolving, nurses must be prepared for change. The body of knowledge called nursing is unique; however, it is based in part on knowledge gleaned from the humanities, social, behavioral, and physical sciences.

Nursing practice includes the delivery of care to individuals, families, groups, and communities in a variety of settings and the promotion of health and wellness. Nursing care is holistically based and sensitive to the diversity of the clients served and their values.

As members of a profession, nurses function as participants in the health care team in an evolving health care system. Nurses have a responsibility to be knowledgeable and active in political and regulatory processes that impact the definition and implementation of nursing care. Commitment to life-long learning is necessary to maintain competence within the nursing profession.

Auditing Nursing Courses

Nursing courses may not be audited without permission of the Dean, School of Nursing.

BSN Generic Track

Admission Requirements

General Admission

Admission to the University of South Carolina Aiken is determined by standard admission requirements. Incoming first year students wishing to pursue a nursing degree must have a predicted GPA of 3.0 or above.

Admission to Professional Nursing Courses

Students in the prenursing major may apply for admission no later than October 1st to begin the professional nursing course sequence in the spring semester or March 1st to begin the professional nursing course sequence in the fall semester. Enrollment is limited. The following criteria are used for admission to the professional nursing course sequence through a competitive selection process:

- GPA of 3.0 or higher in core non-nursing courses required for the BSN degree
- no more than one science course with a grade below C*,
- completion of 30 designated prerequisite credits in required general education courses prior to the term in which the application is submitted with a grade of 'C' or better in all required courses (contact the School of Nursing office or the web site for a list of courses),
- two academic references.

Admission to the prenursing major does not guarantee admission to professional nursing courses. Admission to professional courses is a competitive process and meeting of minimum admission criteria does not guarantee admission to the nursing courses. Students who are not accepted in the nursing courses must submit a new application for the next admit date and must compete with the new admission cohort.

Transfer students, change of major students, students with undergraduate degrees, and students returning to the University after an absence of at least 12 months who do not have a core GPA of 3.0 may be considered for admission to the professional nursing courses after meeting the following criterion:

- Successful completion of a least 16 hours in a maximum of two consecutive semesters with a 3.5 GPA in USCA courses. A student may apply using this criterion one time only.

To meet this requirement, it is strongly recommended that students enroll in course work that is degree applicable. To meet this requirement, students must enroll in at least one lab science.

A suggested course of study is available through the student's advisor. Any student who has not achieved a 3.0 GPA in the core curriculum with 45 attempted semester hours at USC Aiken will not be allowed to remain a prenursing major and will be required to change majors.

Courses designated as professional nursing courses are limited to candidates who have been formally accepted into the USC Aiken nursing program.

* If a student has lower than a C in two required science courses, admission to the School of Nursing will be denied. An appeal process to the School of Nursing Admission, Progression, and Graduation (APG) Committee is in place.

Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.
2. The BSN program offers theoretical and practical challenge exams for entering LPN/LVNs (NURS A201). If the student meets the expected testing level, advanced placement will be granted. A student desiring to challenge NURS A201 must complete all components of the challenge examinations by the last day of class for the semester prior to entry.

Progression and Retention

Students enrolled in the BSN major must abide by the following:

1. A grade of "C+" or better is required in all nursing courses.
2. Any time that nursing students incur a second "C" or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two "Cs" or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.
3. Grade forgiveness may be requested for one nursing course only. (This does not negate stipulations in #2. Grade forgiveness will affect GPA only).
4. Any nursing course in which the student does not reach the standard required to pass in the major requirements must be retaken at the USC Aiken School of Nursing.
5. A grade of 'C' or better in any non-nursing prerequisites to other courses is required before progression to the next course.
6. A system cumulative GPA of 2.0 must be maintained for continued

enrollment in the baccalaureate program.
7. NURS A421 is required during the last semester of degree work.
8. Students must complete all nursing courses in three and a half calendar years after acceptance into the professional courses.
9. A nursing major in good standing may have a one-semester absence from clinical/lab courses for any reason. In the interest of patient safety, following an absence of more than one semester for any reason from clinical/lab courses, a student must pass the following validation of competencies prior to the beginning of the re-entry semester: 1) the current challenge examination(s); 2) the level medication test where applicable; 3) dosage calculation test; and 4) a clinical skills competency check-off. Failure to pass all four tests first time before the beginning of the re-entry semester will result in the student's being required to repeat his/her last semester's clinical courses.
10. A student is allowed a maximum of three (3) withdrawals from nursing courses.
11. A student may enroll in a single nursing course a maximum of two (2) times.
12. If a student drops all courses in the first semester of the nursing program, that student must meet with the faculty mentor and academic advisor and will be required to reapply to the School of Nursing understanding that readmission is not a guarantee.

Student records will be monitored for suspensions at the end of each semester by nursing faculty. Students will be notified of suspension from the BSN program.

Testing

Throughout the curriculum, standardized achievement tests are used to assess students' progress in specific nursing content. Based on the results of these tests, students will be required to remediate course content. The remediation work must be satisfactorily completed by the last day the class meets. Incomplete remediation will result in course failure and a grade no higher than a "C". A testing fee will be charged to students each semester to cover the cost of these tests.

Transfer Credit

A Transfer Credit Summary will be prepared by the Office of the Registrar after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. Followng an absence of more than one semester for any reason from clinical/lab courses, the transfer student must pass a validation of competencies prior to credit being accepted for transfer courses. This validation will include 1) a challenge examination for the most recent clinical course(s), 2) a level medication test, 3) a dosage calculation test, and 4) a clinical skills competency check-off. Failure to pass all four tests the first time will result in the student having to repeat the last semester's clinical courses. The courses must meet the University requirements for transfer credits. The last 25% of credit must be earned in residence at USC Aiken.
3. The School of Nursing of USC Aiken abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina.
4. If a student submits an application and meets the requirements for admission into the BSN Program at USC Aiken but has failed out of a BSN or ADN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.

Health Requirements

Students are required to meet health requirements of the University. When students enter the clinical nursing course sequence, they are required to:

1. provide evidence of a recent physical examination prior to attending clinical courses. Information must be updated annually.
2. provide evidence of annual tuberculosis screening.
3. provide evidence of immunity to specific diseases as required by affiliating clinical agencies. Further information may be obtained from the School of Nursing Office and the current edition of the *BSN Student Handbook*.

Students are encouraged to carry accident and illness insurance.

CPR Completion

All students enrolled in nursing courses are required to maintain current certification in cardiopulmonary resuscitation (adult, child, and infant CPR, conscious obstructed airway, and unconscious obstructed airway). Certification must be obtained from an American Heart Association provider.

Drug Policy

The School of Nursing maintains a drug free environment. Details on the drug policy can be found in the *School of Nursing BSN Student Handbook.* Drug screening will be required.

Criminal Background Check

A criminal background check will be required.

South Carolina Student Nurses Association

Faculty of the Baccalaureate Degree Program strongly encourage each student to join the South Carolina Student Nurses Association (SCSNA). The SCSNA is the professional student organization and provides participation in health-related activities on campus and in the community.

Application for Licensure in Nursing

Prior to completion of the last semester of study, students are expected to apply for the nursing licensing examination, NCLEX-RN, and apply for licensure to the South Carolina State Board of Nursing or other Board of Nursing in the jurisdiction where the student will be employed after graduation. Conviction of a crime other than a minor traffic violation could result in ineligibility for nursing licensure. Under these circumstances, early notification of the appropriate state board of nursing is recommended in order to clarify mechanisms related to determining eligibility.

Attendance Policy

Classroom attendance is expected. Attendance in clinical is required to pass the course. In the event of an unavoidable absence, the student must give prior notification to the clinical professor. An arrangement for missed/excused work is made at the discretion of the course coordinator.

Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook.*

Student Release Form

Students are required to sign a Student Release Form. This form includes the following statements:

> I hereby release the School of Nursing and the University of South Carolina Aiken from responsibility for any injury or illness to me (and if pregnant, my unborn baby) while attending hospital or other clinicals. I understand that risks do exist for me (and if pregnant, my unborn baby) while practicing nursing in the hospital setting and I do assume any and all risks involved.

More information on this statement can be found in the *School of Nursing BSN Student Handbook.*

Ability Statement

Students entering the BSN Program will be required to perform certain skills requiring specific abilities. See the *School of Nursing BSN Student Handbook* for a listing of these abilities.

Resource Information

Information regarding tuition and fees is available at the USC Aiken Web site at http://web.usca.edu/admissions/cost_attendance.dot and the length of the nursing program is available at the USC Aiken School of Nursing Web site at http://web.usca.edu/nursing/.

Program of Study*

Bachelor of Science in Nursing

Generic Track

1. General Education Requirements.....56

A. Knowledge of Human Cultures and the Physical and Natural World 37

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences.....16
   Anatomy & Physiology I and II (BIOL A243 and A244), Microbiology (BIOL A250 or BIOL A330), and Chemistry (CHEM A101 or CHEM A111)
2. History of Civilization 3
   (HIST A101 or HIST A102)
3. Social and Behavioral Sciences 9
   Introductory Psychology, Developmental Psychology, and either Introductory Sociology [1] or Anthropology A102, Understanding Other Cultures
4. Humanities (at least two areas)[2].....9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills.....16

1. Critical Inquiry.....1
   Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one-credit-hour requirement will still need to be completed within the degree requirements.
2. English A101 and A102.....6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
3. Oral Communication.....3
   (COMM A201, COMM A241)
4. Math A108 or higher and Statistics.....6
   Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
5. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
   For more information, see Writing Intensive Course Definition on page 31

Courses offered as writing intensive are designated with the WRI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC)

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Two approved events in each semester of enrollment.
   For more information, see ICE Program requirements on pages 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements.....69

A. NURS A201, A202, A301, A307, A309, A310, A312, A315, A322, A323, A324, A413, A414, A417, A418, A419, A421

Total hours required 125

[1] A higher level Sociology course may be accepted with approval from the Dean of the School of Nursing.

[2] For a list of courses that will meet the Humanities general education requirement, see pages 31.

***** The Program of Study and the Bulletin used for the BSN major is determined by the date of enrollment into the BSN program.

BSN Completion Track

BSN Completion Major Admissions Requirements

1. Admission to USC Aiken;
2. Associate of Science degree in nursing or diploma in nursing;
3. Completion of designated 37 hours of core non-nursing courses required for the BSN degree (contact the School of Nursing office or the website for a list of courses).
4. Current licensure to practice as a registered nurse;
5. Cumulative GPA of 2.5 or better
6. No more than one required science course (not including those required in licensure program) with a grade below C

All requirements **must** be met before admission to the BSN major will be granted.

Transfer Credit

Transfer students must have a cumulative GPA of 2.5 or better. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. The courses must meet the University requirements for transfer credits.
3. The School of Nursing of USC Aiken abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina.
4. If a student submits a nursing application and meets the requirements for admission into the BSN Program at USC Aiken but has failed out of a BSN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.
5. The School of Nursing will accept a baccalaureate or master's degree as satisfying all USC Aiken general education requirements for students who apply to the RN to BSN track. This does not preclude satisfactory completion of the nursing program's requirement of 37 hours of core prerequisites. This also does not preclude satisfactory completion of ICE credits and the Writing Proficiency Portfolio.

Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

Progression and Retention

Students enrolled in the BSN Nursing major must abide by the following:

1. A grade of "C+" or better is required in all nursing courses.
2. Any time that nursing students incur a second "C" or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two "Cs" or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.
3. A grade of "C" or better in any non-nursing prerequisites to other courses is required before progression to the next course.
4. A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.
5. NURS A450 and NURS A460 are required to be taken at the end of the program of study.
6. Students must complete all nursing courses in three calendar years after beginning the program.

Student records will be monitored for suspensions at the end of each semester by nursing faculty. Students will be notified of suspension from the BSN program.

Clinical Placement Responsibilities

RN-BSN Completion students are responsible for locating their clinical sites, identifying clinical preceptors, and notifying the clinical course coordinator at least nine weeks prior to beginning A460. The clinical course coordinator will approve the chosen site and facilitate the clinical contract between USC Aiken and the health care facility if a contract is not already on file at the School of Nursing. The course coordinator will also approve the choice of preceptor according to the rules and regulations of the SC State Board for Nursing. Clinicals will not begin until the course coordinator has approved the preceptor and the appropriate semester begins.

Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook.*

Graduation

University guidelines for graduation in effect at the time of admission to the BSN major will be followed. Students must complete credit hours as follows:

Program of Study*

Bachelor of Science in Nursing

BSN Completion Track

1. General Education Requirements 55

A. Knowledge of Human Cultures and the Physical and Natural World 37

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses on page 31.

1. Natural Sciences..... 16
   Anatomy and Physiology I and II (BIOL A243 and A244), Microbiology (BIOL A250 or BIOL A330), and Chemistry (CHEM A101 or CHEM A111)
2. History of Civilization 3
   (HIST A101 or HISTA 102)
3. Social and Behavioral Sciences 9
   Introductory Psychology, Developmental Psychology, and either Introdcutory Sociology [1] or Anthropology 102, Understanding Other Cultures
4. Humanities (at least two areas)[2]..... 9
   Communication (last two digits must be in 50s or 60s)
   History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion,
   Selected Language courses,
   Humanities (HSSI acronym)
   Honors (HONS acronym)

B. Intellectual and Practical Skills 15

1. English A101 and A102 6
   Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and A102 through concurrent enrollment, AP, etc.). Students must complete English A101 and English A102 with a grade of C or better in order to fulfill general education requirements and before taking Writing Intensive courses (see #6) and other English courses.
2. Oral Communication..... 3
   (COMM A201, COMM A241)
3. Math A108 or higher and Statistics..... 6
   MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
4. Satisfactory completion of Writing Proficiency Requirement
   For more information, see Writing Proficiency Portfolio on page 32.
5. Satisfactory completion of one course designated as Writing Intensive which must be taken in the student's major.
   For more information, see Writing Intensive Course Definition on page 31.

C. Personal and Social Responsibility.....3

1. American Political Institutions.....3
   (POLI A201, HIST A201, or HIST A202)
2. Inter-Curricular Enrichment Program (ICE)
   Four approved events before graduation.
   For more information, see ICE Program requirements on page 31.

D. Integrative Learning

While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.

2. Major Requirements.....65

A. Associate Degree or Diploma in Nursing

Basic nursing education must include content in the following areas:
Fundamentals of Nursing, Maternal-Child Nursing, Medical-Surgical Nursing and Psychiatric Nursing 34

B. Baccalaureate Level Courses 31

NURS A360, A350, A312, A316, A413, A414, A417, A420, A423

Total hours required 120

[1] A higher level Sociology course may be accepted with approval from the Dean of the School of Nursing.

[2] For a list of courses that will meet the Humanities general education requirement, see pages 31.

***** The Program of Study and the Bulletin used for the BSN major is determined by the date of enrollment into the BSN program.

All nursing courses for the RN to BSN Completion Track are available online.

Student Responsibilities

1. Students are encouraged to carry accident and illness and malpractice insurance.

2. Students must submit background check and drug screening, and evidence of current CPR Certification as required by the School of Nursing.

See RN to BSN Handbook for details.

3. Students must provide evidence of current licensure in the state in which they will do their practicum.

4. Students must provide evidence of all requirements deemed necessary by the clinical facility in which the practicum will take place (i.e. immunizations, TB test, etc.) prior to NURS A460.

Course Descriptions

Nursing (NURS)

NURS A201 **Introduction to Nursing Practice. (5)** (Prereq: Admission to the professional program; Prereq. or Coreq: NURS A307) This course will introduce the nursing student to the theory and practice related to the application of concepts and skills in providing nursing care. (three hour lecture, six hours lab/week)

NURS A202 **Theoretical Foundations of Nursing Practice. (3)** (Prereq: Admission to the professional program and a grade of C or better in BIOL A330 or BIOL A250) Theories and concepts that provide the foundation for nursing practice are presented with an emphasis on the health/illness continuum and health promotion. Theories of human development and the concept of health and the nursing process will be integrated to prepare the nurse to work with individuals, families, groups, and communities.

NURS A301 **Pharmacology. (3)** (Prereq: NURS A312, NURS A201, and NURS A307) The study of the pharmacodynamics and pharmacokinetics of medications with emphasis on nursing implications for patient care.

NURS A307 **Health Assessment. (3)** (Prereq: BIOL A232, BIOL A242, admission to Baccalaureate in Nursing clinical courses) Introduces the student to a foundation in assessing the physical and psychosocial health status of individuals across the lifespan; assessment skills and selected screening procedures will be applied in a client-simulated lab. (2.5 hours lecture/1.5 hours lab/ per week)

NURS A309 **Adult Health Nursing I. (5)** (Prereq: NURS A201, NURS A202, NURS A307, NURS A312; Pre or Co-req: NURS A301) Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing alterations in function. (three lecture hours/six lab hours/per week)

NURS A310 **Adult Health Nursing II. (5)** (Prereq: NURS A301, A309, A323) Continuation of Adulth Health Nursing I. Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing alterations in function. (three lecture hours/six lab hours/per week)

NURS A312 **Pathophysiology. (3)** (Prereq: BIOL A232, BIOL A242, BIOL A330 or BIOL A250, admission to Baccalaureate in Nursing clinical courses) Focuses on the pathological bases of disease processes and clinical manifestations of selected diseases.

NURS A315 **Community Health Nursing. (5)** (Prereq: NURS A312, NURS A322; Prereq. or Co-Req: NURS A324) Concepts of community health nursing are presented and applied in clinical settings with emphasis on the community and the family as clients. Communicable disease control, principles of epidemiology, health promotion practices, family theories, and public health issues are addressed. (three hours lecture/ six hours lab/ per week)

NURS A322 **Psychiatric Nursing. (5)** (Prereq: NURS A301, A309, A323) Through the use of the nursing process, students utilize a model of psychodynamics in the restoration, maintenance, and promotion of mental health. Therapeutic communication is included with appropriate clinical experiences. (three hours lecture/ six hours lab/ per week)

NURS A323 **Women's Health Through the Lifespan. (5)** (Prereq: NURS A201, NURS A307, NURS A312, NURS A202) Students focus on women's health issues from puberty through perimenopause. Through the use of the nursing process, students learn to individualize family-centered women's health care, with clinical experiences providing the opportunity to apply these principles. (three hours lecture/ six hours lab/ per week)

NURS A324 **Child Health Nursing. (5)** (Prereq or Coreq: NURS A301 Prereq: NURS A310, NURS A322, NURS A323; Co-req: NURS A315) Students use the nursing process to provide family-centered care to the pediatric client and the family. (3 hours lecture/ 6 hours lab/ per week)

NURS A350 **Professional Nursing. (3)** (Prereq: RN Licensure and admission to Baccalaureate in Nursing clinical courses) The development of nursing as a professional discipline and science and related issues; introduction to nursing theories, processes, and practice roles.

NURS A360 **Health Assessment for RN's. (3)** (Prereq: BIOL A243, BIOL A244, admission to RN to BSN track; Prereq or coreq: NURS A370) Provides the student a foundation in assessing the physical and psychosocial health status of individuals across the lifespan. Students' assessment skills and selected screening procedures will be evaluated by faculty.

NURS A370 **Pathophysiology for RN's. (3)** (Prereq: BIOL A243, BIOL A244, CHEM A101, BIOL A250, admission to RN to BSN track) Focuses on the pathological bases of disease processes and clinical manifestations of selected diseases.

NURS A380 **Ethical-Legal Issues in Nursing for RN's. (3)** (Prereq: completion of NURS A350) This course emphasizes the principles and concepts of ethical theory and the legal basis for nursing practice. Ethical issues affecting nursing practice are examined to provide a basis for student to form intelligent, unbiased, and ethical decisions. The legal responsibilities of nursing practices are identified and discussed particularly as they relate to ethical dilemmas and safe nursing practice.

NURS A398 **Special Topics. (1-3)** (Prereq: Consent of instructor) An elective course on selected topics in nursing.

NURS A413 **Nursing Research. (3)** (Prereq: NURS A309 or departmental permission and one of the following: PSYC A325, STAT A201, or BADM A296) The course provides an introduction to analytical and critical thinking, scientific concepts, methods and decisions, ethical and legal concerns, and research techniques essential to the research process. Emphasis is placed on the student as a consumer of nursing research.

NURS A414 **Ethical-Legal Issues in Nursing. (3)** (Prereq: NURS A310 or departmental permission) This course emphasizes the principles and concepts of ethical theory and the legal basis for nursing practice. Ethical issues affecting nursing practice are examined to provide a basis for students to form intelligent, unbiased, ethical decisions. The legal responsibilities of nursing practice are identified and discussed particularly as they relate to ethical dilemmas and safe nursing practice.

NURS A417 **Gerontological Nursing. (3)** (Prereq: NURS A309 or departmental permission and one of the following: PSYC A325, STAT A201, or BADM A296) Theories of human development and the achievement and maintenance of healthy lifestyles of elders are explored.

NURS A418 **Entry into Practice. (3)** (Prereq: NURS A315, NURS A324, NURS A414; Co-req: NURS A421; Prereq. or Co-req: NURS A419) Synthesis and critical evaluation of issues related to entry into professional nursing practice. Structured review of clinical nursing course content with emphasis on critical thinking and problem-solving in the nursing profession.

NURS A419 **Synthesis of Nursing Care for Clients with Complex Health Problems. (5)** (Prereq: NURS A315, NURS A324, NURSA 413, NURS A417; Coreq: NURS A421) Through the use of the nursing process, students focus on interventions in the care of clients experiencing multi-system alterations in function. (three hours lecture/six hours lab)

NURS A420 **Care of the Client with Complex Health Needs. (3)** (Prereq: RN Licensure, NURS A360, NURS A350, NURS A370) In this course students synthesize knowledge from all previous courses as they learn the concepts of caring for both clients with complex health needs and clients requiring specialized healthcare facilities or intensive care..

NURS A421 **Leadership and Management in Nursing. (5)** (Prereq: Successful Completing of Writing Proficiency Portfolio, 14 out of 16 ICE requirements completed, and in last semester of nursing programs, NURS A315, NURS A324, NURS A413, NURS A417; Pre- or Co-req: NURS A419; Coreq: NURS 418) Leadership and management concepts and principles for professional nursing practice. Emphasis on knowledge and skills that impact effective leadership and management roles. This course will provide for the senior project and must be in the student's last semester. (three hours lecture; six hours lab)

NURS A430 **Nursing Research for RN's. (3)** (Prereq: Completion of STAT A201, NURS A350, NURS A370) The course provides an introduction to analytical and critical thinking, scientific concepts, methods and decisions, ethical and legal concerns, and research techniques essential to the research process. Emphasis is placed on the nurse as a consumer of nursing research.

NURS A440 **Gerontological Nursing for RN's. (3)** (Prereq: completion of NURS A360, NURS A370) Theories of human development and the achievement and maintenance of healthy lifestyles of elders are explored.

NURS A450 **Community Health Nursing for RN's. (5)** (Prereq: RN Licensure, NURS A360, and NURS A350) Concepts of community health nursing are presented and applied in clinical settings with emphasis on the community and the family as clients. Communicable disease control, principles of epidemiology, health promotion practices, family theories, and public health issues are addressed. (four hours lecture/ three hours lab/ per week)

NURS A460 **Leadership and Management in Nursing for RN's. (5)** (Prereq: RN Licensure, Successful Completion of Writing Proficiency Portfolio, 2 out of 4 ICE requirements completed, and in the last semester of program.) Leadership and management concepts and principles for progressional nursing practice. Emphasis on knowledge and skills that impact effective leadership and management roles. This course will provide for the senior project and must be in the student's last semester. (four hours lecture/ six hours lab/per week)

Graduate Programs

Graduate Degrees

Graduate work at USC Aiken provides an opportunity for students to engage in advanced study with a group of scholars actively engaged in research. While specialization is basic to graduate work, graduate programs respond to the advanced educational needs of the local and regional population.

Graduate Programs

For information on the Master of Education Degree in Educational Technology see page 184. For information on the Master of Science Degree in Applied Clinical Psychology see page 190.

Graduate Assistantships

For information on Financial Aid and Graduate Assistantships, see the individual schools.

Graduate Office

The Graduate Office coordinates the offering of graduate courses on campus including the MBA, M. Ed. and M.S. programs, Graduate Regional Studies, and other USC Columbia graduate programs.

School of Business Administration

Michael J. Fekula, Ph.D., Dean of the School of Business Administration

Master of Business Administration (MBA)

The following two online options exist for students desiring to complete a Master of Business Administration (MBA) through USC Aiken:

- **MBA (30-34 credit hours)**
- **MBA with a specialization (36-40 credit hours)**

MBA

The MBA is designed for students who have already completed prerequisite undergraduate coursework or a degree in business. Students with no business coursework can enroll in this program by completing the required prerequisite BADM 600 and/or BADM 601 coursework, as necessary.

MBA with a Specialization

The MBA with a Specialization is designed for students who would like to extend their MBA expertise into the area of Accounting, Finance, Healthcare Leadership, Human Resources Leadership, or Project Management.

Students with no business coursework can enroll in this program by completing the required prerequisite BADM 600 and/or BADM 601 coursework, as necessary.

Admission requirements

Students are admitted to the MBA Program according to the following criteria:

Successful completion of a four-year bachelor's degree from an accredited institution of higher learning.*

For those applying to the online general MBA or MBA with Specialization program, a resume must be submitted and one of the four numbered items listed below are required.**

1. An undergraduate GPA of 3.0 or higher and an acceptable admission index value.

2. An undergraduate GPA of 3.0 or higher and three or more years of professional or managerial work experience.

3. An overall undergraduate GPA of 2.5 or higher and a GPA of 2.75 or higher in all 300 and 400 level courses taken during the last 60 hours, an acceptable admission index value, and three or more years of professional work experience.

4. An overall undergraduate GPA of 2.5 or higher and a GPA of 2.75 or higher in all 300 and 400 level courses taken during the last 60 hours and seven or more years of professional or managerial work experience.

*Applicants who have earned an advanced degree (master's or doctorate) from an accredited institution or who have attained prior enrollment in a graduate program from an accredited institution that required submission of an acceptable GMAT/GRE score for admission are admitted directly into the MBA program.

**Provisional Admission: Students who have met all admissions requirements except for submission of a GMAT/GRE score, if required, are granted provisional acceptance allowing them to take up to eight graduate credit hours before submitting their GMAT/GRE scores for the final approval of fall admission.

Admission index value

The combined graduate admission exam score (GMAT or GRE) and undergraduate GPA must meet one of the following admission index value thresholds:

- (Undergraduate GPA x 200) + GMAT score* ≥ 1000
- (Upper level GPA x 200) + GMAT score* ≥ 1050

*Applicants must submit a GMAT/GRE score that is no older than five years from the date of application.

GMAT equivalencies may be determined using the GRE Comparison Tool for Business Schools available on the ETS website: http://www.ets.org/s/gre/flash/bschool/comparison/17302/170/index.html .

All applications for any of the MBA programs must be submitted electronically online through the USC Aiken website. Application files are handled by the USC Aiken Graduate School Office.

Completed files clearly meeting all admission criteria are forwarded to the School of Business Administration for review.

Curriculum

The MBA curriculum involves five advanced core courses (15 credit hours) in management, marketing, accounting, finance, and economics accompanied by advanced topics in business (12 credit hours), and a capstone course (3 credit hours).

The MBA with a specialization includes an additional two courses within the area of specialization (6 credit hours).

MBA and MBA with specializations curriculum

CORE: Five Courses (15 Credit hours)
MGMT A715 Management and Organizational Behavior.....3
MKTG A716 Marketing Management.....3
ACCT A717 Accounting for Decision Making.....3
FINA A718 Financial Analysis for Decision Making.....3
ECON A714 Economics for Decision Making.....3

ADVANCED: Four Courses (12 Credit Hours)
BADM A720 Legal and Ethical Environment of Business.....3
BADM A722 Globalization and Business.....3
BADM A724 Quantitative Methods and Business Analytics.....3
MGMT A728 Operations Management.....3

CAPSTONE: One Course (3 Credit Hours)
BADM A760 Business Vision, Innovation and Strategy.....3

TOTAL HOURS.....30

MBA with specialization requires 6 credit hours in addition to the MBA requirements*

Accounting Specialization: Two Courses (6 Credit Hours)
ACCT A731 Advanced Accounting Topics.....3
ACCT A733 Information Systems and Analytics for Accounting and Finance.....3

Finance Specialization: Two Courses (6 Credit Hours)
FINA A731 Advanced Corporate Finance.....3
FINA A733 Information Systems and Analytics for Accounting and Finance.....3

Healthcare Leadership Specialization: Two Courses (6 Credit Hours)
HSPM 731 Healthcare Management.....3
LDRS 731 Leadership in Organizations.....3

Human Resources Leadership Specialization: Two Courses (6 Credit Hours)
MGMT 726 Human Resources Management.....3
LDRS 731 Leadership in Organizations.....3

Project Management Specialization: Two Courses (6 Credit Hours)
MGMT 731 Supply Chain Management.....3
BADM 750 Program and Project Management.....3

TOTAL HOURS.....36

Prerequisites: (0-4 Credit Hours)
BADM 600 Business Foundations I.....0
BADM 601 Business Foundations II.....1-4

Academic Regulations

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken. The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin.

Graduate students in USC Aiken master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals or a modification of those goals. USC Aiken will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

Graduate Advisement

Every graduate student who has been admitted to the MBA degree program will be advised by the MBA Director, or his/her designee. Students who have not yet met all the conditions for degree admission may consult the MBA Director for both specific and general information.

Course Loads

Since the MBA program is year-round a student may enroll for a semester load not to exceed twelve graduate hours in the fall, spring, or summer semester. To register for more than twelve hours, a student must obtain course overload approval from the MBA Director.

Credit by Examination

No graduate credit is offered by examination only.

Academic Standards

MBA students must maintain at least a B average on all graduate business courses attempted at USC Aiken to remain in good standing in the MBA program. This implies maintaining a grade point average (GPA) of at least 3.0 on a 4-point system at all times. If the GPA falls below 3.0 in any semester, a probationary period will begin in which the student must raise the GPA to at least 3.0 within the next six credit hours of coursework. Failure to attain a 3.0 in this period will result in the student's termination from the MBA degree program.

Students are eligible for one Grade Forgiveness opportunity for the MBA degree program within the first 12 hours of their MBA program. Students who earn less than a B in one class may retake one course and substitute the new grade for the previously earned grade. Both the first and second grades shall appear on the USC permanent record, but only the second grade will be used in computing the University of South Carolina Institutional Grade Point Average. An explanatory notice will appear on the record. Academic standing or previous grade point totals will not change retroactively as a result of applying this policy. Eligible students wishing to apply the course grade forgiveness policy to a course enrollment must do so PRIOR to repeating the course by completing an application for grade forgiveness found on the USCA Office of the Registrar website. No applications will be honored after the degree is awarded. Once grade forgiveness is applied to a repeated course, the action may no be revoked.

Furthermore, a maximum of two grades of C may be counted toward completion of the MBA degree requirements; grades below C may not be counted toward completion of the MBA degree requirements. Students must have a minimum GPA of 3.0 in order to graduate from the MBA degree program. Grades earned on credits transferred from other universities do not count in the calculation of this grade point average. All USC Aiken registrations will appear on the student's permanent record and all USC Aiken grades will be computed in the student's GPA.

MBA students who receive grades below B on nine or more graduate credit hours within a six-year period are automatically suspended from degree candidacy status and are not permitted to enroll for further MBA courses even as non-degree students without the specific approval of the MBA Director. USCA graduate business courses six years old or older will not be counted toward the MBA degree requirements without revalidation.

Maximum period allowed

Six years is regarded as the maximum time allowed for graduate credits for MBA degree candidates. In case more time than six years is spent on the MBA program, special arrangements may be made with the School of Business Administration for the revalidation of credits in USC Aiken business courses. MBA students who fail to complete the program in the period allowed become subject to changes in degree requirements adopted up to the date six years prior to their graduation. The MBA program cannot be completed in less than a twelve-month period.

Revalidation

Regular USC Aiken MBA students desiring to revalidate a graduate business course must secure the permission of the SOBA Graduate Council and the Dean of the School of Business Administration. In advance of the consideration of the

request by the above parties, the applicant must pay a non-refundable fee of $25 per credit hour to the USC Aiken Graduate Office.

Transfer Credit

Up to six semester hours of graduate credit with grades of B or better (or equivalent grades if a different system is used) from a graduate business degree program at another AACSB accredited institution may be transferred for use, provided that the institution held AACSB accreditation at the time the credit was earned. All such transfer credit must be approved by the MBA Director and the Dean of the School of Business Administration. The credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the six-year time limit.

Attendance

MBA students are expected to participate in all regular class meetings and activities. Unsatisfactory attendance or participation may be considered adequate reason by the instructor for requesting the student to withdraw from the course.

Appeals and Petitions

Appeals and petitions related to programs, regulations, or other academic matters will be reviewed first by the SOBA Graduate Council, then by the USC Aiken Graduate Advisory Council, and finally the USC Aiken Executive Vice Chancellor for Academic Affairs. See page 29 for general information on relief from academic regulations.

Applications for Degrees

All candidates for degrees apply for graduation through Self Service Carolina (SSC) by the deadline for the semester of graduation as shown in the Academic Calendar. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted. Diplomas will not be awarded retroactively.

Other USC Aiken regulations and procedures relating to graduate students are published in other sections of this Bulletin and the USC Aiken Student Handbook.

Course Descriptions:

ACCT A712 **Accounting Foundations and Managerial Decision Making. (4)** This course is accelerated and designed for graduate business students with no formal undergraduate business background. Foundational topics include accounting elements, fundamental generally accepted accounting principles (GAAP), and construction of financial statements. The foundations are followed by a survey of relevant contemporary topics in financial accounting and reporting to include the fundamentals of the accounting process that provide a business manager the ability to read, analyze, and interpret financial accounting data crucial to making informed economic decisions. Topics include transaction analysis, operating profitability, investing and financing activities, forecasting, and valuation.

ACCT A717 **Accounting for Decision Making (3).** (Prereq: BADM A 601 or equivalent). A survey of relevant contemporary topics in financial accounting and reporting to include the fundamentals of the accounting process that provide a business manager the ability to read, analyze, and interpret financial accounting data crucial to making informed economic decisions. Topics include transaction analysis, operating profitability, investing and financing activities, forecasting, and valuation.

ACCT A731 **Advanced Accounting Topics (3).** (Prereq: ACCT A712 or A717) Advanced topics in accounting theory and practice as those related to the preparation of financial statements, the use of accounting information for managerial decisions, and the legal environment affecting the accounting profession.

ACCT A733 **Information Systems and Analytics for Accounting and Finance. (3)** (Prereq: ACCT A717) An examination of the critical role of information technology in the collection, storage, processing, and retrieval of financial and accounting data for internal users to report information to management investors, creditors, and tax authorities. Includes the discovery, interpretation, and communicating of meaningful patterns in data in order to quantify, describe, predict, and improve business performance.

BADM A600 **Business Foundations I (0).** This course is a self- study and assessment of the student's knowledge of the foundations of economics and/or statistics. Students take this course depending upon previous successfully completing coursework in economics and/or statistics. Students must successfully complete the assessment(s) as a pre-requisite to taking advanced MBA courses.

BADM A601 **Business Foundations II (1-4).** Foundational topics in management include the overall management process, the environment in which managers function, negotiation, conflict, communication, motivation theory, leadership theory, human resources management laws, delegation, and other relevant fundamental management concepts. Foundational topics in marketing include the marketing concept, product analysis, consumer behavior, pricing promotion, and distribution. Foundational topics in accounting include accounting elements, fundamental generally accepted accounting principles (GAAP), and construction of financial statements. Foundational topics in finance include time value of money and capital budgeting. Students take one or more credits depending upon previous successfully completed coursework in business.

BADM A720 **Legal and Ethical Environment of Business** (3). This course provides an analysis of legal and ethical issues as they relate to the business environment. By examining the application of law and ethics to a variety of business and corporate governance issues, this course offers students an understanding of how businesses can comply with the law and use an ethical culture as a positive strategy for making successful business decisions.

BADM A722 **Globalization and Business** (3) Survey of the economic, political, cultural, and legal environment in our global economy, emphasizing how successful companies operate in diverse foreign environments, engage in specialized transactions, and adapt market, financial, and managerial strategies for optimal global operations.

BADM A724 **Quantitative Methods and Business Analytics. (3)** **(**Prereq: BADM A600 or equivalent.) This course covers some of the most widely used analytical tools necessary for making better management decisions. In order to apprise and evaluate quantitative information, students are introduced to several mathematical techniques that can be applied to business situations. Topics include concepts of descriptive and inferential statistics, sampling techniques, measures of central tendency and variation, probability distributions, estimating means and proportions, hypothesis testing, analysis of variance, regression analysis, nonparametric statistical methods, time series, factor analysis, discriminant analysis, and Bayesian decision-making.

BADM A739 **Specialized Topics in Business Administration.** (3) (Prereq: Consent of instructor) An in-depth study of

selected topics in accounting, finance, management, or marketing. Examples may include, but are not limited to, traditional topic study, research methods, and projects, experiential work, and case studies focused upon or applying advanced concepts in those areas of specialization important to students in their current profession or future career direction. Students may repeat BADM A739 but may not enroll in the same topic twice.

BADM A750 **Program and Project Management** (3) (Prereq: MGMT A728 and MGMT A731). Examination of project management, including concepts related to management of technology, people, stakeholders, and other diverse elements necessary to successfully complete a project. An exploration of the relationship among project management, program management, and portfolio management. Project management competency models and value assessment methods used to create the linkage between strategy and projects will be examined and evaluated. An analysis of the strategic framework used to identify the success metrics necessary to align projects with business strategies.

BADM A760 **Business Vision, Innovation, and Strategy** (3) (Prereq: BADM A722, ECON A714, FINA A713 or FINA A718, MGMT A710 or MGMT A715, MKTG A711 or MKTG A716). This course presents the strategic management process and the formulation and application of functionally integrated business policy by top management. Emphasis is placed upon decision-making in the face of changing conditions, to include vision and innovation. This course integrates theory and application from all functional areas of business including economics, marketing, management, accounting, and international business. Special topics include firm analysis, vision statements, mission statements, and financial statement analysis.

HSPM A731 **Healthcare Management (3)** (Prereq: MGMT A710 or A715) This course covers concepts essential to managers working in healthcare administration. Students examine management topics in the context of healthcare situations and explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include healthcare leadership, organizational design as it relates to the uniqueness of healthcare organizations, managing professionals, and diversity in the workplace.

ECON A714 **Economics for Decision-Making (3)** (Prereq: BADM A600 or equivalent) The application of microeconomic and macroeconomic concepts and marginal analysis to the process of optimal decision making. To help students to better prepare for leadership position in business, the course will cover relevant theoretical and applied economic concepts.

FINA A713 **Financial Foundations and Analysis for Decision-Making** (4) (Prereq: ACCT A712, BADM A724) This course is accelerated and designed for graduate business students with no formal undergraduate business background. Foundational topics covered include time value of money and capital budgeting. The foundations are followed by a focus on the analysis of the firm's operating, investing, and financing activities and how changes in these activities affect firm value. Specifically,. financial analysis techniques and applications, along with other relevant information, are used to make real economic-based decisions. It requires one to have a fundamental understanding of elementary algebra, financial accounting, and statistics. Focus will be made on basic financial concepts, problem-solving and case analysis.

FINA A718 **Financial Analysis for Decision Making (3).** (Prereq: ACCT A712 or A717) A focus on the analysis of the firm's operating, investing, and financing activities and how changes in these activities affect firm value. Specifically, financial analysis techniques and applications, along with other relevant information, are used to make real economics based decisions. It requires one to have a fundamental understanding of elementary algebra, financial accounting, and statistics. Focus will be made on basic financial concepts, problem solving, and case analysis.

FINA A731 **Advanced Corporate Finance (3).** (Prereq: FINA A713 or A718) Building on the core finance course, this course advances the student's knowledge of wealth creation through bond valuation, stock valuation, cost of capital, capital structure, dividend payment policy, and the fundamentals of derivative pricing.

FINA A733 **Information Systems and Analytics for Accounting and Finance. (3)** (Prereq: FINA A718) An examination of the critical role of information technology in the collection, storage, processing, and retrieval of financial and accounting data for internal users to report information to management investors, creditors, and tax authorities. Includes the discovery, interpretation, and communicating of meaningful patterns in data in order to quantify, describe, predict, and improve business performance.

LDRS A731 **Leadership in Organizations (3).** This course focuses on the study of leadership theory and the development of a person's organizational leadership skills as those apply to business leadership. Topics include trait, skills, behavioral, situational, path-goal, leader-member exchange, transformational, authentic, and servant approaches to effective leadership. This course also addresses the role of ethics, teams, and culture in building effective organizations. It employs self-assessment instruments to discern personal leadership strengths and weaknesses, as well as statements of plans for improving upon limitations and employing strengths.

MGMT A710 **Management Foundations and Organizational Behavior (4).** This course is accelerated and **designed** for graduate business students with no formal undergraduate business background. Foundational topics include the overall management process, the environment in which managers function, negotiation, conflict, communication, motivation theory, leadership theory, human resources management laws, delegations, and other relevant fundamental management concepts. The foundations are followed by studies of the underlying concepts, theories, and frameworks relating to leadership and team development and their application to manage employees effectively in the organization. It examines various styles, processes, tools, and techniques used by managers to communicate effectively. The course also includes the concepts relating to negotiation, active listening, and conflict resolutions as well as their practical application.

MGMT A715 **Management and Organizational Behavior (3)** (Prereq: BADM A601 or equivalent). Studies of the underlying concepts, theories, and frameworks relating to leadership and team development and their application to manage employees effectively in the organization. It examines various styles, processes, tools, and techniques used by managers to communicate effectively. The course also includes the concepts relating to negotiation, active listening, and conflict resolution as well as their practical application.

MGMT A726 **Human Resources Management** (3) (Prereq: MGMT A710 or MGMT A715). This course focuses on the systematic and effective management of an organization's human resources--acquiring, maintaining, and motivating its employees--in a manner that is consistent with its overall strategy and applicable employment laws. Students will be introduced to current work place public policy as set forth by Title VII of the Civil Rights Act of 1964. Job design and job analysis will be presented, as well as the areas of recruitment, selection, training, and job evaluation. Other topics will include safety and health issues, organized labor, and employee development.

MGMT A728 **Operations Management.** (3) (Prereq: MGMT A710 or MGMT A705 and either BADM A724 or School permission) This course is designed to introduce fundamental processes of managing and controlling a variety of operations, covering both manufacturing and services sectors. Students will learn concepts, techniques, and tools to design, analyze, and improve operational capabilities of an organization.

MGMT A731 **Supply Chain Management (3)** (Prereq: MGMT A704). The course studies supply chain management activities including production planning, inventory management, and logistics. Decision and analysis tools used for decisions in the areas of modeling, technology adoption, vertical integration, and production planning/materials control will be examined.

MGMT A733 **Information Systems, Analytics and Strategy (3).** Examination of the critical role of information technology in contemporary business organizations. This course emphasizes the use of information systems to develop and sustain competitive advantage.

MKTG A711 **Marketing Foundations and Marketing Management (4).** This course is accelerated and designed for graduate business students with no formal undergraduate business background. Foundational topics include the marketing concept, product analysis, consumer behavior, price, promotion, and distribution. The foundations are followed by an introduction to marketing in all business functions. Advanced topics include how individual and organizational consumers make decisions, segmenting markets, positioning the firm's offering, effective marketing research, new product development, pricing strategies, communicating with consumers, and managing relationships with sales force and distribution partners. The course also studies how firms must coordinate these different elements of the marketing mix to ensure that all marketing activities collectively forge a coherent strategy.

MKTG A716 **Marketing Management (3)** (Prereq: BADM A601 or equivalent). An introduction to marketing in a customer-driven firm, focusing on essential marketing skills needed by successful managers in all business functions. Advanced topics include how individual and organizational consumers make decisions, segmenting markets, positioning the firm's offering, effective marketing research, new product development, pricing strategies, communicating with consumers, and managing relationships with sales force and distribution partners. The course also studies how firms must coordinate these different elements of the marketing mix to ensure that all marketing activities collectively forge a coherent strategy.

School of Education: Master of Education Degrees

Judy A. Beck, Ph.D., *Dean of the School of Education*
Erin Besser, Ph.D., *Program Coordinator*

Conceptual Framework

The M.Ed. Program prepares dynamic educators who grow, interact, and contribute professionally throughout their careers.

1. The advanced Dynamic Educator as Planner evaluates general principles of design and curriculum.

2. The advanced Dynamic Educator as Planner examines contemporary educational issues and evaluates solutions in terms of research on best practice.

3. The advanced Dynamic Educator as Planner demonstrates an understanding of the connection and application of content standards, practices, and assessments and how they affect learning.

4. The advanced Dynamic Educator as Manager analyzes and applies theories of human development and learning principles to create a community that maximizes learning.

5. The advanced Dynamic Educator as Instructor investigates, evaluates, and implements innovative methods of teaching and instructional materials.

6. The advanced Dynamic Educator as Instructor analyzes and synthesizes the relationship between theory and practice within the educational process.

7. The advanced Dynamic Educator as Instructor investigates and uses instructional and informational technology for inquiry-based learning.

8. The advanced Dynamic Educator as Communicator enhances professionalism through active participation in the learning community.

9. The advanced Dynamic Educator as a Professional examines and evaluates contemporary issues that impact the learning of underrepresented groups and diverse cultures.

10. The advanced Dynamic Educator as a Professional reflects on own teaching practices and dispositions and examine how they impact student learning.

School of Education Faculty, USC Aiken

Erin Besser, Ph.D., Purdue University, 2016
Gary J. Senn, Ph.D., Florida Institute of Technology, 1992, Professor

College of Education Faculty, USC Columbia

Michael M. Grant, Ph.D., University of Georgia 2002, Associate Professor, Department of Educational Studies

Admission

Application

An application cannot be given final consideration until all required credentials have been received. Apply on-line at http://www.usca.edu/admissions/gradforms.doc

Application requirements include the following:

1. Official transcript showing the award of the baccalaureate or higher degree by an accredited college or university. Transcripts verifying all previous graduate degrees will be required to complete the permanent record. Transcripts of all previous academic study at the time of application may be requested.
2. Two letters of recommendation.
3. Report of scores achieved on the Graduate Record Examinations or Miller Analogies Test. Any exceptions for students failing to meet minimum standardized test score requirements shall be referred to the Admissions Committee for review and final decision.
4. A satisfactory score on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English. The minimum acceptable score is 550 on the standard or 213 on the computer-based version.
5. Written statement of philosophy of education, typed and attached to application form.

Application files are handled by the USC Aiken Graduate Office. Completed files clearly meeting all criteria for admission are forwarded to the Program Coordinator for approval. Upon approval, students receive an official letter of acceptance from the Dean of the School of Education. Students meet with the Coordinator to complete a program of study as soon as possible after acceptance.

Admission Requirements

Acceptance by the School of Education will be based upon the applicant's total academic profile. Application to the Masters Degree Program can be made after completion of at least a bachelor's degree from a college or university accredited by a regional accrediting agency. The standard for admission will be based on a total profile for the applicant. The successful applicant should have an undergraduate grade point average of at least 3.0, a score of 396 on the Miller's Analogies Test, or scores of 450 on both the verbal and quantitative portions of the Graduate Record Exam; a well-written letter of intent that matches the objectives of the program; and positive letters of recommendation from individuals who know the professional characteristics of the applicant. Any exceptions for students failing to meet minimum standardized test score requirements shall be referred to the Admissions Committee for review and final decision.

All test scores should be sent to the Graduate Admissions Office at USC Aiken. It should be noted that no academic program can be approved until the student has been admitted as a qualified degree candidate. Students are cautioned that graduate credit earned prior to full admission to degree candidacy may not be applicable toward the degree requirements.

The program should be established during the first semester of study and no later than the semester following the completion of the first 12 hours. Only six hours of courses taken as a non-degree student in the USC system may be used to meet the requirements of a graduate degree program. Only six hours of courses designated as Professional Development may be used to meet the requirements of a graduate degree program.

Enrollment Classifications:

1. Full Admission Status: Applicants who have met all requirements for admission including satisfactory scores on the Graduate Records Examination or Miller Analogies Test, satisfactory references and satisfactory academic performance at an accredited university or college. Up to 12 hours of graduate credit from an accredited university or college may be accepted toward the degree, subject to approval of the School of Education. A maximum of 6 hours of graduate coursework identified as professional development courses may be applied toward the M.Ed. Degree subject to approval of the School.
2. Non-degree Enrollment Status: Students who intend to seek a graduate degree but lack one or more of the requirements for full admission status, or who are seeking graduate credit for the purpose of recertification or for transfer to another college or university. Only six (6) hours taken as a non-degree student at any USC campus may be used toward a degree program.
3. Provisional Status: Applicants who intend to seek a graduate degree, but lack sufficient requirements for full admission status may be provided provisional status. Provisional students must attain a 3.0 grade point average during the first 12 credit hours to be eligible for full admission. (These courses may be designated by department). A non-refundable application fee of $45 is required of all first-time applicants to the USCA graduate program.
4. Appeals for Admission. An appropriate hearing board will provide each student with an opportunity to challenge the content of University records, to ensure that the records are not inaccurate or misleading and to provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Such requests should be made through the Graduate Advisory Council at USC

Aiken. For additional information on the admissions appeal process, please refer to the *USC Aiken Graduate Policies and Procedures Manual.*

Valid period of admission. Admission to the Graduate School is valid for one year unless a shorter period is specified by a particular program. If an admission has not been acted upon by a student after one calendar year, the student must reapply for admission. Students who have been admitted to a graduate program under regulations other than these, and have not completed any USC graduate courses during a period of three or more years are required to fulfill current admission requirements prior to returning to the University for additional graduate work. Such students become subject to regulations of the Graduate Program to which they are admitted in effect at the time of readmission.

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the interest of the University.

Testing and Language Proficiency. All applicants are advised to write the Educational Testing Service as soon as possible to arrange for the MAT or GRE and the Test of English as a Foreign Language if appropriate. Test results should be available prior to the application deadline for the desired term.

International Student Admission. Students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USC Aiken Graduate Admissions Office from the evaluation service. (A list of several professional Evaluation Services can be obtained from the USC Aiken Admissions Office or found on the USCA web site at: www.usca.edu/admissions). Students will not be considered for admission until this evaluation is received.

Graduate Assistantships

Periodically, graduate assistantships are made available through various grants received by the School of Education. Graduate assistantships carry a stipend that varies with the funding sources and number of hours of work required as part of the assistantship. Students should contact the program coordinator to inquire about assistantship availability and application procedure.

Academic Regulations

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken. The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy, or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin.

Graduate students in master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of those goals. The school will work closely with students facing such problems, in an effort to resolve them with minimum difficulty. Students earning a graduate degree from USC Aiken must complete at least one-third of the credit hours for the degree through courses at USC Aiken.

Graduate Advisement

Every graduate student admitted to a degree program is entitled to an advisor in the School of Education at USC Aiken. Any graduate student who has not been assigned an advisor should consult the Coordinator of the M. Ed. Program for information on advisement procedures. Students admitted as "non-degree" students, that is, those who do not seek degree admission or who have not yet met all the conditions for degree admission, are not assigned to advisors but may consult the Coordinator of the M. Ed. Program for both specific and general information.

Graduate Program of Study

Every graduate student should file a Program of Study form at the earliest convenient date. Program forms may be obtained from the Graduate Office. Candidates for the master's degree may file their program forms during the first semester of study and should in no case file them later than the semester following the completion of their first 12 hours.

A Program of Study form is a written agreement signed by the student and the advisor and the Dean of the School of Education. This formal agreement serves a number of purposes to the benefit of the student and the University: it causes students and advisors to engage in early planning with specific goals in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement; and it protects students in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes. The procedure for change is similar to that for filing the original program and usually requires the same series of signatures. Degree students are entitled to the advantages of a Program of Study and should take the necessary steps to secure them at the appropriate time.

Courses

Prerequisites. Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The instructor may approve the enrollment of
students who have acquired the equivalent knowledge or skills through other courses or experiences.
Special permission to enroll should be requested from the instructor prior to registration.

Course Loads

A student may enroll for a semester load not to exceed 12 graduate hours. To register for more than 12 hours, a student must obtain course overload approval from the department head/school dean. A student is classified as a full-time student for academic purposes with six or more credit hours during any semester.

Credit by Examination

No graduate credit is offered by examination only.

Academic Standards

Graduate courses may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit must be at least B (3.0 on a 4-point system). Grades earned on credits transferred from other universities do not count in the grade point average. Students who receive grades below B on 12 or more graduate credit hours within a six year period are consequently suspended from degree candidacy status and are not permitted to enroll for further courses even as non-degree students without the specific approval of their academic unit. This rule applies to courses taken for non-degree purposes as well as to courses taken in the degree programs; it applies even to courses taken in two or more degree programs. Courses six years old or older will not be counted toward a master's degree without revalidation. Grades of C or lower received in outdated courses will be dropped and these courses will cease to be a disqualifying factor.

Maximum period allowed

Six years is regarded as the maximum time allowed for graduate credits for degree candidates. In case more time than six years is spent on the program, special arrangements may be made with the School offering the program for the revalidation of credits in courses given by the institution. Students who fail to complete their programs in the period allowed become subject to changes in degree requirements adopted up to the date six years prior to their graduation. No program is to be completed in less than a twelve-month period.

Revalidation
Regular graduate students of the institution desiring to revalidate a course must secure permission of the Coordinator of the M. Ed. Program and of the Dean of the School of Education. The applicant must pay to the Graduate Office of the institution, in advance of the examination, a non-refundable fee of $25.00 per credit hour.

Transfer Credit
Up to 12 semester hours of credit with grades of B or better (or equivalent grades if a different system is used) from other institutions of approved graduate standing may be transferred for use with the restrictions that the credit must have been earned at an institution accredited at the time the course work was completed. The only exceptions to this standard are as follows: transfer from foreign institutions, transfer of course work completed at an accredited institution, or the acceptance of credit for military education. Transfer must be approved by the Coordinator of the M.Ed. Program and by the Dean of the School of Education. The credit must be dated within the six-year period allowed for a degree. There is no re-validation mechanism for transfer credit that does not fall within the time limit. Graduate credit will not be accepted for portfolio-based experimental learning which occurs prior to the student's matriculation.

Attendance
Students are expected to participate in all regular class meetings and activities. Unsatisfactory participation may be considered adequate reason by the instructor for requesting the student to withdraw from the course.

Appeals and Petitions
Appeals and petitions related to programs, regulations, or other academic matters will be reviewed first by the academic unit then by the USC Aiken Graduate Advisory Council and finally forwarded to the USC Aiken Executive Vice Chancellor for Academic Affairs for approval. See page 35 for information on relief from academic regulations. Appellants who have maintained a B average despite their accumulation of lower grades may, if their appeals are supported by their academic units, be allowed to proceed toward their degrees provided they receive no additional grades below B. Appellants who have not maintained a B average should show extenuating circumstances and obtain the support of their academic units if they wish to be considered for reinstatement by the USC Aiken Graduate Advisory Council.

Applications for Degrees
All candidates for degrees must file a formal application with the USC Aiken Office of the Registrar during the next to last academic term before graduation. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted. Deadlines are indicated in the Academic Calendar for each term. Diplomas will not be awarded retroactively.

USC Aiken regulations and procedures are printed in other sections of the Bulletin and the USC Aiken Student Handbook.

Master's in Educational Technology
The Master's Degree in Educational Technology is designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training (e.g., software development, multimedia development, assistive technology modifications, web-based development, and distance learning). The program is intended (1) to prepare educators to assume leadership roles in the integration of educational technology into the school curriculum, and (2) to provide graduate-level instructional opportunities for several populations (e.g., classroom teachers, corporate trainers, educational software developers) that need to acquire both technological competencies and understanding of sound instructional design principles and techniques. This graduate program is offered jointly by the USC Aiken School of Education and the USC Columbia College of Education. All courses are offered in web-based format.

Candidates for the Master of Education Degree in Educational Technology will meet the requirements listed below for a minimum of 36 semester hours.

Curriculum:

Foundational Courses.....6
- EDRM A700 3
- EDET A709.....3

Design Courses.....15
- EDET A603 3
- EDET A703 3
- EDET A793 3
- EDET A755 3
- EDET A722 3

Technology Courses 12
- EDET A650 3
- EDET A735 3
- EDET A746 3
- EDET A780.....3

Electives 3
- (Choose one of the following)
- EDET A652.....3
- EDTE A731.....3
- SLIS 706 3
- TSTM 790 3

Total hours required 36

Degree Requirements:

The Master of Education in Educational Technology degree requires:

1. Successful completion of an approved program of study providing a minimum of 36 hours of graduate credit. A student's official program of study must be approved not only by the student's advisor but by the Dean of the School of Education and the Executive Vice Chancellor for Academic Affairs.
2. A minimum grade point average of 3.00 (B) is required on the total graduate program with a minimum average of B on all 700-800 level courses.
3. Successful completion of a comprehensive evaluation which includes a written synthesis paper and portfolio and an oral defense.

Transcripts of transfer graduate credits must be on file prior to approval of graduation applications.

Master's in Educator Leadership
The Master's Degree in Educator Leadership prepares educators to take on a variety of leadership roles in their buildings or districts. The program is intended to (1) develop administrative skills such as management, supervision and decision-making but also will focus on preparing school leaders to be instructional leaders, and (2) improve instruction and in turn improve student learning. The program focuses on building collaborative cultures and professional learning as well as continuous improvement through data-driven decision making. Another key focus of this program is to prepare these leaders to have a deep understanding of best practices in aligning curriculum, instruction, and assessment. Applicants enter the program after completion of at least the bachelor's degree and will complete a minimum of 36 semester credit hours for the Master's degree. In addition to the completion of core courses, students will complete an Action Research Capstone project based on a field-based needs assessment and data analysis. All courses are offered in a web-based format.

Curriculum:

Core Courses.....18
- EDUC A660 Professional Leadership and Mentoring.....3
- EDUC A661 Professional Development & Adult Learning.....3
- EDUC A632 Cultural Diversity in Education.....3
- EDUC A662 Curriculum, Instruction & Assessment.....3
- EDUC A663 Assessment & Data Analysis.....3
- EDUC A664 Applied Research.....3

Practicum Courses……..….6
- EDUC A672 The Teacher Leader in Practice I.....3
- EDUC A673 The Teacher Leader in Practice II.....3

Specialty Area Courses……..12 (minimum)
ESOL (Add-on certification).....9
- EDUC A630 Principles and Strategies for Teaching Elem and Sec ELLs.....3
- EDUC A631 Teaching Reading and Writing to Multilingual Learners.....3
- EDUC A636 Linguistics.....3

Project-Based Learning (Add-on Endorsement).....9
- EDUC A641 Introduction to Problem-Based Learning.....3
- EDUC A642 Applications of PBL in Curriculum & Instruction...3
- EDUC A643 Practicum in Project-Based Learning.....3

Gifted & Talented (Add on Endorsement).....6
- EDUC A650 Introduction to Curriculum for GT Students.....3
- EDUC A651 Nature and Needs of Gifted and Talented Students...3

Educational technology/Online Teaching (Add on Endorsement).....12
- EDET A722 Instructional Design & Assessment.....3
- EDET A755 Design & Evaluation of Information Access & Delivery.....3
- **Choose 2 of the following 3 courses:**
  - EDET A603 Design & Development Tools I.....3
  - EDET A709 Applications of Learning Principles.....3
  - EDET A735 Tech Applications for Diverse Populations.....3

Literacy (R2S Endorsement).....12
- EDUC A653 Foundations in Reading.....3
- EDUC A654 Assessment of Reading.....3
- EDUC A655 Content Area Reading and Writing.....3
- EDUC A656 Instructional Practices.....3

Early Childhood Special Education.....18
- EDUC A620 Adv Study of Intro to Early Childhood Special Education.....3
- EDUC A621 Adv Study of Assessment of Young Children with Disabilities.....3
- EDUC A622 Adv Study of Procedures for Working with Young Children with Disabilities.....3
- EDUC A623 Adv Study of Social/Emotional Development and Guidance for Young Children with Disabilities.....3
- EDUC A624 Practicum/Field Experience in ECE SpEd.....3
- EDUC A625 Family Engagement in ECE SpEd.....3

Total hours required.....36

Degree requirements:

1. Successful completion of an approved program of study providing a minimum of 36 hours of graduate credit. A student's official program of study must be approved not only by the student's advisor but by the Dean of the School of Education and the Executive Vice Chancellor for Academic Affairs.

2. A minimum grade point average of 3.00 (B) is required on the total graduate program with a minimum of B on all 700-800 level courses.

3. Successful completion of an action research project and an oral defense.

Course Descriptions

Educational Technology (EDET)

EDET A603 **Design and Development Tools I. (3)** Study of multimedia elements (e.g., graphics, animation, audio, and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored.

EDET A650 **Internship in Educational Technology. (3)** (Prereq: EDET A603 and EDET A722). Supervision of field-based experiences in the design, development, evaluation, and implementation of technology-based instructional and training projects.

EDET A652 **Design and Evaluation of Games and Simulations. (3)** Application of instructional design criteria to computer and non-computer interactions. Analyses include requisite cognitive processes, affective outcomes, and ethical standards. Design and formative testing of interactive exercises.

EDET A703 **Design and Development Tools II. (3)** (Prereq: EDET A603) In-depth development of skills using current and emerging technologies to create a multimedia or web-based project that includes instructional and multimedia elements (e.g., graphics, animation, audio, and video).

EDET A709 **Applications of Learning Principles. (3)** An introduction to behavioral and cognitive learning principles applicable to the design of technology-based instruction and performance training.

EDET A722 **Instructional Design and Assessment. (3)** Application of instructional design and assessment principles to the development and formative testing of instruction in integrated technology-based contexts.

EDET A735 **Technological Applications for Diverse Populations. (3)** The application of assistive devices and other technologies to assure access to information and productivity tools by persons with diverse needs. Universal design issues will be included.

EDET A746 **Management of Technology Resources. (3)** The organization and administration of media programs in school buildings and districts, regional and state centers, and colleges and universities. Procedures, problems, and trends for an integrated instructional support system will be emphasized.

EDET A755 **Design and Evaluation of Information Access and Delivery. (3)** (Prereq: EDRM A700, EDET A709, EDET A722, EDTE A731) The use of telecommunications tools to support research and instruction across the curriculum. Includes study of distance education and issues related to instructional delivery, connectivity, and distribution methods.

EDET A780 **Research Seminar in Educational Technology. (3)** Explores contemporary trends, problem areas, and issues in educational technology through literature investigations, seminar discussions, and case studies.

EDET A793 **Advanced Instructional Design and Development. (3)** (Prereq: EDET A703) Incorporation of instructional design criteria, multimedia development skills, knowledge of instructional methods, learning theory, and evaluation in developing a comprehensive multimedia or web-based instructional project.

Research and Measurement (EDRM)

EDRM A700 **Introduction to Research in Education. (3)** (Prereq: full admission to graduate standing or permission of instructor) Emphasis on the major methods and techniques of research by students of education.

Education (EDUC)

EDUC A620 **Advanced Study of Early Childhood Special Education. (3)** An overview of early childhood special education for children ages birth - five will be examined in this course including a review of relevant research literature. A survey of the abilities of young children will be explored including communication, cognitive, motor, sensory, health impairments and adaptive abilities.

EDUC A622 **Advanced Study of Procedures for Working with Young Children with Disabilities. (3)** Developing the IFSP and IEP provides the framework for working with young children with special needs. Practitioners may work with young children in a variety of settings. Laws relevant to the work of early childhood special education will be discussed as well as the collaborative nature of this field. Cases will be examined to determine strategies for meeting the needs of young children with disabilities.

EDUC A625 **Family Engagement in Early Childhood Special Education. (3)** This course will explore issues in working with the families of children from birth to five who have identified special needs. The development of the Individualized Family Service Plan requires the cooperation of numerous professionals who must not only work with the child and family, but also keep the family informed of services and progress. This course will take an ecological systems theory approach to understanding the interactions of all involved in these systems and provide strategies for supporting systems in working together for the benefit of the child.

EDUC A630 **Principles and Strategies for Teaching Elementary and Secondary English Language Learners. (3)** (Prereq: Initial teacher certification.) This course provides an overview of language development and strategies for working with English Language Learners in the U.S. public school classroom.

EDUC A631 **Teaching Reading and Writing to Multilingual Learners. (3)** (Prereq: Initial teacher preparation) This course prepares teachers to develop reading and writing instruction that supports the social, emotional, cultural, linguistic, and academic development of English Language Learners.

EDUC A632 **Cultural Diversity in Education. (3)** (Prereq: Initial teacher certification.) This course prepares students to demonstrate an understanding of the depth and breadth of cultural diversity within the United States, as well as the ways that the intersections of cultures within the classroom shape teaching and learning outcomes.

EDUC A633 **Field Problems in Education. (1-3)** Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC A635 **Special Topics in Education. (1-3)** Selected topics in content knowledge and pedagogy for PK-12 teachers.

EDUC A636 **Linguistics. (3)** (Prereq: Initial teacher certification) This course focuses on the systematic study of human language, emphasizing the fundamentals of descriptive linguistics.

EDUC A641 **Introduction to Problem-Based Learning. (3)** (Prereq: Initial teacher certification.) This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency.

EDUC A642 **Applications of Project-Based Learning in Curriculum and Instruction. (3)** (Prereq: Introduction to Project Based Learning.) This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology with a PBL unit of study that will support the academic achievement of students with diverse learning needs.

EDUC A643 **Practicum in Project-Based Learning. (3)** (Prereq: Initial teacher certification.) The field-based practicum is designed to provide teacher/practitioners with opportunities to demonstrate their knowledge, skills, and dispositions for implementing Project-Based Learning with the regular classroom setting.

EDUC A650 **Introduction to Curriculum for Gifted and Talented Students. (3)** This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. This is one of two courses required for Gifted and Talented Certification in South Carolina, the other being Nature and Needs of Gifted and Talented Students.

EDUC A651 **Nature and Needs of Gifted and Talented Students. (3)** This is the basic survey course in the education of gifted and talented students. It provides an overview of the historical and philosophical background of gifted education, as well as a rationale for it. This course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students, including special populations of gifted and talented students and methods of talent development. The following topics will be discussed briefly: identification based on the regulations governing gifted and talented programs in South Carolina, curriculum and instruction, and program models. Current technology will be employed in researching and presenting a plan for addressing the needs of a specific target group. This is one of two courses required for Gifted and Talented Certification in South Carolina, the other being Introduction to Curriculum for Gifted and Talented Students.

EDUC A653 **Foundations in Reading. (3)** This course examines the theoretical and foundational knowledge occurring during reading and writing events. In addition, the course focuses on cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, such as word recognition, language comprehension, strategic knowledge, and reading-writing connections. This course

aligns with Read to Succeed Legislation requirements for in-service teachers.

EDUC A654 **Assessment of Reading. (3)** This course will examine various types of assessments that will determine student's strengths and areas for further instruction. In-service teachers will work with students to assess their reading by giving a baseline measure, to interpret the data, and to select appropriate instructional strategies and materials for students based on linguistically diverse students. This course aligns with Read to Succeed Legislation requirements for in-service teachers.

EDUC A655 **Content Area Reading and Writing.** (3) This course examines best practices for teaching, reading, and writing in the content areas as well as placing emphasis on creating a literate classroom environment. Furthermore, this course provides a rationale for and emphasis of diverse children's literature in the classroom and guides the teacher in its use as well as selecting high quality pieces. This course aligns with Read to Succeed Legislation requirements for in-service teachers.

EDUC A656 **Instructional Practices. (3)** This course will explore the reader's workshop inclusive of mini-lessons, conferencing, and small group instruction with an emphasis on the reading-writing connection. Language will be discussed from a developmental perspective including oral language, phonemic awareness, phonics, fluency, vocabulary development, and comprehension. This course aligns with Read to Succeed Legislation requirements for in-service teachers.

EDUC A660 **Professional Leadership & Mentoring. (3)** A study of the skills and knowledge required to foster and support a collaborative culture, professional development and leadership, while using research to facilitate improvement in student learning and practice.

EDUC A661 **Professional Development & Adult Learning. (3)** A survey of adult learning theories, needs assessment strategies, and leadership skills needed to create and sustain a professional learning community.

EDUC A662 **Curriculum, Instruction & Assessment. (3)** A survey of strategies to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment with the meaningful selection of emerging technologies to promote each student's academic success and well-being.

EDUC A663 **Assessment and Data Analysis. (3)** Techniques used in educational research will be explored with an emphasis on using findings to inform the improvement of curriculum and instruction.

EDUC A664 **Applied Research. (3)** (Coreq EDUC A673) Techniques used in educational research will be explored with an emphasis on using findings to inform the improvement of curriculum and instruction.

EDUC A672 **The Teacher Leader in Practice I (Data-Driven Instruction). (3)** This practicum focuses on the use of assessments and data for continuous improvement.

EDUC A673 **The Teacher Leader in Practice II (Action Research Project). (3)** (Coreq EDUC A664) The second of two practicums, this course is focused on implementing and evaluating an action research project in the field. This practicum should be taken in conjunction with EDUC A664.

Early Childhood (EDEC)

EDEC A621 **Advanced Study of Assessment of Young Children with Disabilities. (3)** Young children with special needs may be medically diagnosed for screening instruments may be needed to document a potential developmental delay. This course will explore screening instruments as well as assessment tools for monitoring a child's progress.

EDEC A623 **Advanced Study of Social/Emotional Development and Guidance for Young Children with Disabilities. (3)** Guidance for young children with disabilities requires a variety of strategies for helping students to be successful in the classroom. This course will explore the social/emotional development of young children as well as guidance strategies for young children in a variety of settings. Strategies for supporting the development of young children's social/emotional development will be explored.

EDEC A624 **Practicum/Field Experience in Early Childhood Special Education. (3)** Students will participate in a supervised field experience in a setting with young children with identified special needs. These settings may include early intervention programs which include home visits, Head Start/Early Head Start, 4K, and public school programs for young children with special needs. The practicum experience will include at least 30 hours in the classroom.

Foundations (EDFN)

EDFN A749 **The School in Modern Society. (3)** (Prereq: admission to full graduate standing or permission of instructor) Basic concepts in the relation of the school to the social order: an analysis of the central features of the changing social context within American educational policy and behavior problems.

Elementary (EDEL)

EDEL A615 **Advanced Study and Application of Science Methods. (3)** Reinforces the science background of prospective and practicing teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources, and evaluation procedures.

EDEL A670 **Advanced Study and Application of Language Arts Methods. (3)** Content, goals, and methods of teaching language arts. Emphasis is placed on the teaching of oral and written expression and listening.

EDEL A715 **The Elementary School Curriculum. (3)** Critical study of the modern elementary school curriculum.

EDEL A717 **Curriculum Problems in the Elementary School. (3)** (Prereq: EDEL A715) A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research and expert opinion.

EDEL A718 **Critical Issues and Trends in American Education. (3)** Examines contemporary issues and trends in today's schools and the best solutions in terms of research and expert opinion. Emphasis is on issues relating to diversity, current educational policies and practices, and curriculum and instruction.

EDEL A720 **Middle School Organization and Curriculum. (3)** An overview of the development of the middle school, history, purposes, and organization and an in-depth analysis of middle school organization and curriculum. The characteristics of middle school students, methods

of evaluating students, and the overall curricular program are also considered.

EDEL A745 **Advanced Study and Application of Mathematics and Problem Solving. (3)** (Prereq: MATH A221 or its equivalent) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes on instruction.

EDEL A760 **Advanced Study and Application of Social Studies Methods. (3)** The selection of teaching procedures and instructional materials used to teach social studies.

EDEL A780 **Seminar in Elementary Education. (3)** (Prereq: 27 semester hours of credit earned or 24 hours of credit earned and concurrent enrollment in three hours of graduate coursework as specified on the program of study). The course is designed to integrate the candidate's knowledge of curriculum, assessment, policy, and learning theory for the analysis of current educational trends and issues. A grade of "B" or above in this course is required for completion of the M.Ed. Degree.

Educational Psychology (EDPY)

EDPY A705 **Theories of Human Growth and Development. (3)** An analysis of developmental theories and research from birth through adulthood with emphasis on

developmentally appropriate practices for teachers, parents, counselors, and administrators. Includes an examination of cognitive, emotional, physical, social, and moral development from a variety of historical and contemporary perspectives.

Instruction and Teaching (EDTE)

EDTE A610 **Integrated Reading and Writing Instruction. (3)** Theoretical bases and techniques for teaching reading and writing, using multiple subject areas.

EDTE A631 **Using Computers to Support Instruction. (3)** Applications of selected software in instructional management.

EDTE A671 **Computers in Science Education. (3)** Use of computer technology in teaching and managing science classes and programs in grades K-12.

EDTE A731 **Instructional and Informational Applications of Technology (3)** Educational technology focused on instructional and informational applications of computers.

EDTE A755 **Supervision and Evaluation of Clinical Experiences. (3)** (Prereq: a minimum of one year of PK-12 teaching experience) An examination of theoretical foundations and experiential techniques necessary for effective mentoring, supervision, and evaluation of novice teachers in their initial teaching years, teaching interns during their semester internship, and practicum students working in clinical settings.

EDTE A760 **Issues in Writing Instruction K-12. (6)** Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

Department of Psychology

Edward J. Callen, Ph.D., *Department Chair*
Jane A. Stafford, Ph.D., *Psychology Graduate Program Director*

Master of Science Degree in Applied Clinical Psychology

The Master of Science Degree in Applied Clinical Psychology provides graduate study and clinical experience in preparation for careers in applied clinical and counseling settings and as a foundation for students interested in pursuing advanced doctoral studies. Students enrolled in this program are expected to pursue a plan of study to assure increased professional competence and breadth of knowledge in the field of clinical and counseling psychology. The degree objectives are designed to enable the student to:

1. Understand principles of psychology and how they are applied.
2. Understand a diversity of theoretical perspectives.
3. Interpret and apply statistical and research techniques.
4. Understand professional, legal, and ethical principles as they pertain to professional conduct and responsibility.
5. Understand and develop skills in assessment procedures and intervention strategies.

The degree program reflects a commitment to the Council of Applied Master's Programs in Psychology (CAMPP) model of practitioners who bring scholarship and reflection to their work, and an understanding of diversity in clientele, methodology, and application. The USC Aiken Master of Science Degree in Applied Clinical Psychology program is approved by CAMPP and is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC).

The USC Aiken Psychology Department is committed to recruiting students representing a variety of societal subgroups and subcultures.

Department of Psychology Faculty
The psychology faculty come from all parts of the country and bring a broad array of expertise to the program. They are not only respected scholars in their field but also excellent communicators who bring a sense of adventure to the classroom. They actively involve students in their quest for answers to psychology's frontier issues. Among the topics which are currently being studied by faculty and students are the nature of fear, parenting and attachment, stress and alcohol, assessment and treatment of childhood disorders, cognitive aging, and trauma and its effects.

Professors
Edward J. Callen (Psychology), Ph.D., Northern Illinois University, 1986, *Strom Thurmond Endowed Chair in Social and Behavioral Sciences*
Maureen H. Carrigan (Psychology), Ph.D., State University of New York - Binghamton, 1998, *Carolina Trustee Professor*

Associate Professors
Jane A. Stafford (Psychology), Ph.D., State University of New York - Binghamton, 2002

Assistant Professors
Anne Ellison (Psychology), Ed.D. Northern Arizona University, 1980
Meredith Elzy (Psychology), Ph.D. University of South Florida, 2013
Adam Pazda (Psychology), Ph.D., University of Rochester, 2015
Alexandra Roach (Psychology), Ph.D., University of California Davis, 2014
Laura Swain (Psychology), Ph.D., University of South Carolina, 2008

Distinguished Professors Emeriti
Thomas L. Boyd (Psychology), Ph.D., State University of New York-Binghamton, 1978
O. Joseph Harm (Psychology), Ph.D., Vanderbilt University, 1975
William J. House (Psychology), Ph.D., University of South Carolina, 1974

Admission

Application

Application forms for admission to graduate studies may be obtained from the Department of Psychology Office, Room 226 of the Penland Administration Building or the USC Aiken Graduate Office in Room 101-A of the Penland Administration Building. Candidates for graduate studies are required to hold a baccalaureate degree in accordance with the general regulations of the University of South Carolina Aiken. Admission may be granted at one of two levels:

a. Full admission status: Applications with satisfactory scores on the Graduate Record Examination (General), satisfactory references and undergraduate records indicating good academic performance.

or

b. Provisional status: Applicants who intend to seek a graduate degree but lack sufficient requirements for full admission status. Provisional students must attain a 3.0 grade point average during the first 12 credit hours to be eligible for full admission.

If, after the completion of any semester of the provisional enrollment, it is determined that the student will be unable to achieve a 3.0 grade point average during the course of the first 12 credit hours, the student will be disenrolled.

Applicants whose native language is not English will need a satisfactory score on the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550 on the standard or 213 on the computer-based version.

The curriculum is designed to allow students to pursue their degree as either part-time or full-time students.

A non-refundable application fee of $45 is required of all first-time applicants to the USC Aiken graduate program.

Appeals for Admission. An appropriate hearing board will provide each applicant with an opportunity to challenge the content of University records, to ensure that the records are not inaccurate or misleading and to provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Such requests should be made through the Graduate Advisory Council at USC Aiken. For additional information on the admissions appeal process, please refer to the *USC Aiken Graduate Policies and Procedures Manual*.

Valid period of admission. Admission to the Graduate School is valid for one year unless a shorter period is specified by a particular program. If an admission has not been acted upon by a student after one calendar year, the student must reapply for admission.

Students who have been admitted to a graduate program under regulations other than these and have not completed any USC Aiken graduate courses during a period of three or more years are required to fulfill current admission requirements prior to returning to the University for additional graduate work. Such students become subject to regulations of the Graduate Program to which they are admitted in effect at the time of readmission.

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the interest of the University.

International Student Admission. Students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USC Aiken Graduate Admissions Office from the evaluation service. (A list of several professional evaluation services can be obtained from the USC Aiken Admissions Office or found on the USC Aiken web site at: www.usca.edu/admissions). Students will not be considered for admission until this evaluation is received.

Degree Admission Requirements:

Acceptance by the Department of Psychology will be done on the basis of the applicant's total academic profile. That includes:

1. A completed application to the Graduate Office, University of South Carolina Aiken.
2. A bachelor's degree from an accredited institution with at least 15 hours in psychology.
3. Transcripts of all undergraduate and graduate work (3.00 overall undergraduate G.P.A. preferred).
4. Three letters of recommendation, with at least two from faculty at academic institutions.
5. A written personal statement of intent describing professional goals.
6. Satisfactory performance on the Graduate Record Examination (153 Verbal and 144 Quantitative preferred).

*To be considered for admission, scores submitted for the Graduate Record Exam requirement must have been posted by the applicant within the five years prior to application.

The Master of Science in Applied Clinical Psychology degree requires:

1. Successful completion of an approved program of study providing a minimum of 54 hours of graduate credit. (A student's official program of study must be approved by the Director of the Graduate Clinical Programs and Psychology Department Chair.)
2. Practicum/course requirements to include at least 700 clock-hours of applied/clinical experience. These hours can be earned through course/practicum requirements and supervised professional clinical assistantship opportunities (when available). These training experiences are to be distributed among individual/group therapy, assessment, and professional consultation activities.
3. Successful completion of a Master's Thesis.

Graduate Assistantships

Eligible students may receive a graduate assistantship, which includes monetary support in addition to significantly reduced tuition for both resident and non-resident students. Assistantship experiences are generally available in applied clinical/community settings and the University.

Academic Regulations

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken.

The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin. Graduate students in master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of those goals. The school will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

Graduate students in the Masters Degree Program in Applied Clinical Psychology have a period of six years to complete the degree requirements. Students who have not completed the degree requirements by the completion of their sixth year will be removed from the program. As in all instances, appeals and petitions related to these regulations will be reviewed first by the academic unit, then by the USC Aiken Graduate Advisory Council, and finally forwarded to the USC Aiken Executive Vice Chancellor for Academic Affairs for approval.

Students earning a graduate degree from USC Aiken are allowed no more than twelve hours in transfer work.

Program in Applied Clinical Psychology

Core Course Requirements (all required) 18
- PSYC A610 Developmental Psychology.....3
- PSYC A620 Psychopathology 3
- PSYC A625 Statistics and Research Methods.....3
- PSYC A640 Social Psychology and Human Diversity.....3
- PSYC A650 Learning, Cognition, and Behavior.....3
- PSYC A760 Neuroscience 3

Applied Core Course Requirements (all required).....27
- PSYC A600 Ethical and Professional Issues in the Practice of Psychology 3
- PSCY A630 Career and Lifestyle Development.....3
- PSYC A680 Cognitive Assessment 3
- PSYC A701 Theories and Techniques of Psychotherapy 3
- PSYC A702 Psychotherapy in a Multicultural and Diverse Society3
- PSYC A725 Group Therapy and Counseling 3
- PSYC A780 Personality and Pathology Assessment 3
- PSYC A790 Practicum in Applied Clinical/Counseling Psychology (2 semesters) 6

Advanced Topics 3
- PSYC A700 Advanced Topics in Applied Psychology.....3

Thesis (two semester minimum) 6
- PSYC A798 Thesis Preparation.....2
- PSYC A799 Thesis.....4

Professional Elective (Optional)
- PSYC A699 Independent Research 1-3
- PSYC A791 Advanced Psychotherapy Practicum 1-3
- PSYC A792 Clinical/Counseling Internship..... 1-6

Total hours required 54

Course Descriptions

Psychology (PSYC)

CORE COURSES (all required)

PSYC A610 **Developmental Psychology. (3)** A lifespan approach will be used to explore continuities and changes from early to later development in physical, cognitive, and psychosocial domains. Theoretical perspectives will include personality, learning, social learning, cognitive-developmental, biological, and cultural-contextual. Biological and environmental factors leading to normal and abnormal human development will be examined.

PSYC A620 **Psychopathology. (3)** An advanced survey of the major psychological disorders as they are described in the diagnostic and statistical manual (DSM). DSM criteria, including the major behavioral manifestations and other dynamics associated with the mental disorders will be examined. Diverse theoretical models applied to the development of personality and psychopathology will be explored. Empirical findings associated with the nature of mental disorders and their theoretical models will be emphasized.

PSYC A625 **Statistics and Research Methods. (3)** Advanced analysis of applied statistics and research methods in psychology and the interpretation of statistics and research designs in the psychological literature. This includes an understanding of the practical application of research methods to the evaluation of programmatic research and to professional communication. Consideration of the ethical treatment of research participants will be stressed.

PSYC A640 **Social Psychology and Human Diversity (3)** An examination of human thoughts, feelings, and behavior as a function of social circumstances and individual differences. The course will focus on a diverse array of topics such as psychological needs/motives, self-esteem, attitudes, prejudice, aggression, interpersonal relationship, and group processes. Importantly, the degree to which human diversity factors such as age, gender, race, religion, culture, sexual orientation, socioeconomic status, disability, and differing lifestyles influence social psychological phenomena will be examined.

PSYC A650 **Learning, Cognition, and Behavior. (3)** An advanced analysis of current research and theoretical issues in classical and operant conditioning, and the study of how cognitive processes influence learning and behavior. The implications of these learning processes for behavior therapy will also be addressed.

PSYC A760 **Neuroscience. (3)** The focus of this course will be on the neural mechanisms that underlie human behavior. Beginning with the premise that all psychological phenomena are rooted in the electro-chemical activity of nervous systems, this course will include an examination of the biological basis of the sensation, cognition, and behavior including the following topics: vision, attention, sensation & perception, brain damage, learning, memory and amnesia, sleep and dreaming, language, emotion, stress, and health. The course will also cover drugs, addiction, and psychopharmacology as it relates to these topics. Discussions will include philosophical, ethical, and methodological issues in neuroscience.

APPLIED CORE COURSES (all required)

PSYC A600 **Ethical and Professional Issues in the Practice of Psychology. (3)** A historical perspective on the history and development of clinical and counseling psychology. Current requirements and professional trends in the field, including licensing and credentialing will be examined. A major focus of this course will include a review of the development of legal and ethical practice requirements, current legal and ethical practice standards, and their application to professional roles and functions.

PSYC A630 **Career and Lifestyle Development. (3)** The study of career development theories and how to apply these theories to assessment issues in career development and to issues of counseling and guidance in lifestyle and career decision-making.

PSYC A680 **Cognitive Assessment. (3)** (Prereqs.: PSYC A620 or consent of instructor). An introduction to the cognitive assessment process. Psychological theories and psychometric principles associated with the appraisal process, including issues of reliability and validity and other psychometric statistics, in addition to exploring diverse factors that affect the assessment process. Students will learn how to administer intellectual and achievement instruments commonly used in psychological assessment of learning disabilities and other problems involving cognitive processes or deficits in both children and adults. Exposure to various appraisal skills, including structured and unstructured assessment techniques will be included. Formal classroom and applied experiences included.

PSYC A701 **Theories and Techniques of Psychotherapy. (3)** An overview of empirically-based perspectives and techniques of psychotherapy. The course covers the basic activities, processes, and theories of psychotherapy and will include various applied experiences. A variety of psychotherapy perspectives will be examined and associated skills will be developed.

PSYC A702 **Psychotherapy in a Multicultural and Diverse Society. (3)** (Prereq: PSYC A701) This course provides an overview of multicultural counseling including the principles of understanding one's values and biases, understanding and respecting the client's worldview, and using culturally appropriate interventions. Various standards, methods, and interpretations of evidence-based research and practice will be reviewed and associated skills will be developed.

PSYC A725 **Group Therapy and Counseling. (3)** (Prereq.: PSYC A701 and A702). The study of theories of group processes and dynamics, in addition to treatment skills in various group interventions. An additional emphasis will be placed upon intervention for focus groups, covering empirically validated treatment methods. Formal classroom and applied experiences will be included.

PSYC A780 **Personality and Pathology Assessment (3)** (Prereq.: PSYC A680). Assessment and diagnosis, with a focus upon the application of appraisal/assessment results to the DSM and the diagnosis of psychopathology, and to the helping/treatment process. Various appraisal skills will be examined and learned, including structured and unstructured assessment techniques for both children and adults. Formal class room and applied experiences are included.

PSYC A790 **Practicum In Clinical/Counseling Psychology. (3)** (Prereq.: PSYC A701 and A702; Prereq. or Coreq. PSYC A780; and permission of Department). Class meetings and individual supervision in the application and evaluation of assessment, intervention, and consultation skills in various applied clinical/counseling settings. Students must repeat this course for a total of 6 credit hours.

ADVANCED TOPICS (must take at least one course)

PSYC A700 **Advanced Topics In Applied Psychology. (3)** (Prereq.: Consent of instructor). An in-depth study of selected topics in clinical/counseling psychology. Examples may include such areas as cognitive-behavioral intervention, childhood psychopathology, behavioral medicine, and assessment and treatment of specific psychological disorders. Students may repeat PSYC A700, but may not enroll in the same topic twice. Formal classroom and applied experiences will be included.

THESIS (Two semester minimum required)

PSYC A798 **Thesis Preparation. (1-2)** (Prereq.: PSYC A625 and departmental permission). Development and completion of a thesis proposal. Students may repeat this course for a maximum of two credit hours toward the degree requirement. Students must continue to enroll in Thesis Preparation for at least one credit until their thesis committee has approved their final thesis proposal. (Pass/Fail grading)

PSYC A799 **Thesis. (1-4)** (Prereq.: PSYC A798 and departmental permission). Independent research and thesis defense. Students may repeat this course for a maximum of four credit hours toward the degree requirement. Students must complete four credit hours of A799 and must be enrolled in one credit of A799 every semester during which they are working on their thesis after successfully defending their thesis proposal.

PROFESSIONAL ELECTIVES

PSYC A699 **Independent Research. (1-3)** (with permission from instructor). Student will conduct an independent research project under the faculty's supervision. Research activity may not be used for thesis credit. (Pass/Fail only)

PSYC A791 **Advanced Psychotherapy Practicum. (1-3)** (Prereq.: PSYC A790 and permission of the department). Class meetings and individual supervision in the advanced application and evaluation of assessment, intervention, and consultation skills in various applied clinical/counseling settings. Students may repeat this course for a total of 6 credit hours.

PSYC A792 **Clinical/Counseling Internship (1-6)** (Prereq: PSYC A600, A620, A701, and A702 with grades of B or better; 18 hours graduate credit) Individually supervised clinical or counseling fieldwork that is relevant to the student's professional goals in an applied setting approved by the USC Aiken Psychology Department. May be repeated for a maximum of 12 credit hours. Pass/Fail only.

CERTIFICATION COURSES

PSYC A670 **Principles of Applied Behavior Analysis. (3)** (Prereq.: Permission of the department). This course provides an overview of Applied Behavior Analysis (ABA) with a focus on its application to special populations. Application to people with special needs of all age, from preschool through adulthood, will be covered. Specific topics include concepts and principles of ABA, behavioral assessment, selection of intervention outcomes, strategies for intervention, experimental evaluation of interventions, and the measurement and interpretation of data. Principles of ethical and professional conduct as applied to ABA interventions will be integrated throughout the course.

PSYC A770 **Behavioral Assessment and Intervention. (3)** (Prereq.: PSYC A670 or permission of the department). This course provides an in-depth coverage of Applied Behavior Analysis (ABA) techniques leading to behavior change. Students will learn to identify and define behaviors for change, to conduct descriptive and functional analysis of maladaptive behaviors, to use single-subject experimental designs to evaluate the effectiveness of interventions, and how to maintain behavioral changes through system supports.

Note: Students will gain applied/clinical experiences through practicum courses and specific applied-core courses. Practicum/course requirements will include at least 700 clock-hours of applied/clinical experiences, 240 of which are face-to-face. Ongoing supervision of these experiences will be conducted by appropriate USC Aiken faculty and, when appropriate, local agency staff and local professionals functioning under the direction of appropriate USC Aiken faculty.

In addition to formal classroom/practicum training, graduate assistantships are available for qualified students. These assistantships are provided in professional settings allowing students the opportunity to gain additional clinical experiences.

Faculty Listing

Abraham-Settles, Betty
Assistant Professor, Nursing Administration
D.N.P., R.N., Duquesne University, 2015

Abu-Salem, Hani
Professor, Computer Science
Ph.D., Illinois Institute of Technology, 1992

Allen, Gloria
Instructor, Secondary Education
Coordinator, Professional Learning
Ruth Patrick Science Education Center
M.Ed., University of South Carolina, 1982

Anonie, Bill
Adjunct Faculty, Music-Trumpet
M.M. Witchita State University, 2012

Anzuoni, Robert P.
Adjunct Faculty, History
M.A., University of Massachusetts, 1993

Ashton, Timothy
Associate Professor, Hispanic Studies
Ph.D., Ohio State University, 2009

Baker, Timothy L.
Assistant Professor, Accounting
D.B.A., Kennesaw State University, 2016

Banko, Adrienne
Instructor, Spanish
M.A., University of South Carolina, 2011

Beasley, Beth
Adjunct Faculty, School Administration
Ed.S., The Citadel, 1978

Beck, Judy A.
Professor, Science Education
Ph.D., University of Toledo, 1997

Beckner, Melissa
Adjunct Faculty, Exercise Science

Ben Jabara, Marouen
Assistant Professor, Business
Ph.D., University of Toledo, 2015

Besser, Erin
Assistant Professor, Learning Design & Technology
Ph.D., Purdue University, 2016

Blair, Madeline
Adjunct Faculty, Communication, Technology and Society
M.A., University of South Carolina 2013

Bond, Zachary
Adjunct Faculty--Music-Woodwinds
M.F.A., University of South Carolina, 2001

Bowdoin, Natalia T.
Associate Professor, Interim Director and Collections Librarian
M.L.S., Indiana University, 2000, M.A., University of Arizona, 1995

Boyle, Hunter
Adjunct Faculty, Theatre
M.F.A., University of South Carolina, **1991**

Bramlett, Drew
Adjunct Faculty Member, School Psychology
Ed.S., The Citadel, 2006

Brittain, Ashley
Instructor, Community Health Nursing
M.S.N., RN, Walden University

Brown, David
Adjunct Faculty, Music-piano
M.M., Teachers College of Columbia University, 2001

Bruzina, David
Instructor, English
Ph.D., Ohio State University, 2005

Bunch, John Hayes
Assistant Professor, Music-Instrumental, Director of Bands
DMA, University of Missouri-Kansas City, 2014

Burgess, Elizabeth A.
Adjunct Faculty, Microbiology
Ph.D., University of Georgia, 2009

Burkhalter, Angela
Adjunct Faculty, Education Administration
Ph.D., University of South Carolina, 1995

Burks, Kailin
Assistant Professor, Educational Leadership
Coordinator, Aiken Elementary Education Program at USC Salkehatchie
Ph.D., Seton Hall University, 2014

Burns, Barbara
Adjunct Faculty, Elementary Education
Ph.D., Slippery Rock University, 1971

Burns, Corey
Adjunct Faculty, Dance
M.A., University of South Carolina Aiken, 2005

Burrus, Thomas B.
Adjunct Faculty, Philosophy
M.A., University of Houston, 2009

Callen, Edward J.
Professor, Psychology
Ph.D., Northern Illinois University, 1986
Strom Thurmond Endowed Chair in Social and Behavioral Sciences

Carlson, Eric
Associate Professor, English
Ph.D., Purdue University, 2006

Carrigan, Maureen H.
Professor, Psychology
Ph.D., State University of New York - Binghamton, 1998
Carolina Trustee Professor

Chen, Tieling
Professor, Mathematics and Computer Science
Ph.D., University of Western Ontario, 2001

Clanton-Harpine, Elaine
Adjunct Faculty, Educational Psychology/Counseling
Ph.D., University of Illinois, 1972

Cobb, Kathy L.
Adjunct Faculty, Physical Chemistry
Ph.D., University of California--Santa Barbara, 1987

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Assistamt Professor. Learning Design and Technology
Ph.D., Auburn University, 2016

Coleman, Bridget
Coordinator, Middle Level Education Program and Secondary Mathematics Education Program
Associate Professor, Elementary Education
Ph.D., University of South Carolina, 2004

Collins, Joy
Adjunct Faculty, Special Education
M.Ed., College of Charleston, 2004

Collins, Vicki J.
Senior Instructor, English
M.A., College of Mount St. Joseph, 1988
Writing Room Director

Cook, Richard
Adjunct Faculty, Music-voice
D.M.A., University of North Carolina Greensboro, 2005

Craps, Jami
Senior Instructor, Exercise Science
M.Ed., University of South Carolina, 1995

Cue, William R.
Mathematics Specialist, Professional Learning
Ruth Patrick Science Education Center
B.A., University of South Carolina, 1981

Culler, Jeremy
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Ph.D., Binghamton University, State University of New York, 2011

Cullum, April
Adjunct Faculty, Communication Disorders
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Dahm, Steven
Adjunct Faculty, Exercise Science
B.A., University of Buffalo, 1996

Deal, Roger A.
Associate Professor, History
Ph.D., University of Utah, 2006
Cleora Murray Chair in History

DeLaurier, April
Assistant Professor, Biochemistry
Ph.D., University College - London, 2003

Dellinger, Leslie
Adjunct Faculy, Theatre
M.A., University of South Carolina, 2000

Dennis, Allen, J.
Professor, Geology
Ph.D., University of South Carolina, 1989
SCANA Chair in Physical Sciences
Carolina Trustee Professor

DePriest, Adam
Adjunct Faculty, Music-Strings
M.M., University of South Carolina, 2012

DeWitt, Christopher
Professor, Exercise Science
Ph.D., Oakland University, 1995

Dillard-Wright, David
Associate Professor, Philosophy
Ph.D., Drew University, 2007

Downs, Carmen
Adjunct Faculty, Special Education
M.Ed., Augusta State University, 1988

Durán, Víctor Manuel
Professor, Romance Languages
Ph.D., University of Missouri Columbia, 1988

Dwyer-Ryan, Meaghan
Assistant Professor, History
Ph.D., Boston College, 2010

Dyer, Andrew R.
Professor, Plant Ecology
Ph.D., University of California Davis, 1996
Washington Group Endowed Chair in Sciences or Mathematical Sciences

Ellison, Anne
Assistant Professor, Psychology
Ed.D., Northern Arizona University, 1980
Elzy, Meredith
Assistant Professor, Psychology
Ph.D., University of South Florida, 2013
Engel, John
Instructor, Business
MBA, Augusta University, 2009
Engelholm, Gerard
Adjunct Faculty, Business
Ph.D., New York University, 1996
Evenson, Beth
Adjunct Faculty, Exercise Science
B.S., University of South Carolina, 2007
Evenson, Kenneth
Adjunct Faculty, Exercise Science
Golf Professionaal

Fadimba, Koffi B.
Professor, Mathematics
Ph.D., University of South Carolina, 1993
Fekula, Michael J.
Professor, Business Management
Pennsylvania State University, 1994
Mr. and Mrs. Phinizy Timmerman Chair in Enterprise Development
Fetterolf, Monty L.
Professor, Physical Chemistry
Ph.D., University of California – Santa Barbara, 1987
Field, Sandra
Adjunct Faculty, Music
EED, Teachers College of Coumbia Univesity, 1997
Flanders, Cassandra
Adjunct Faculty, Water Safety Instructor
Fornes, Karl F.
Senior Instructor, English
M.A., University of Dayton, 1992
Fowler, Michael
Professor, Graphic Design
Ed.D., University of Memphis, 1968
Mary D.Toole Chair in Art (1)
Fowley, Instructor
Medical-Surgical Nursing
M.S.N., RN, Medical College of Georgia, 2002
Fralick, Bethany S.
Assistant Professor, Mechanical Engineering
Ph.D., University of South Carolina, 2013

Frederick, Delia
Instructor, Nursing Education
MSN, RN, University of North Carolina Greensboro, 2005
Frost, Mike
Adjunct Faculty, Music-Guitar
Professional Musician

Gaffney, Mary
Assistant Professor, Child Health Nursing
Ed.D., RN, Walden University, 2015
Gelinas, Patrick
Instructor, Exercise Science
M.S., Universityof Colorado, 2002
Georgian, Elizabeth A.
Associate Professor, History
Ph.D., University of Delaware, 2011
Geyer, Andrew
Professor, English
Ph.D, Texas Tech University, 2003
G. L. Toole chair in English #2
Gibbs, Craig
Adjunct Faculty, English
M.A., Winthrop University, 2003
Gibbons, J. Whitfield
Adjunct Faculty, Zoology
Ph.D., Michigan State University, 1967
Gibson, Kelly A.
Instructor, Marine Geology and Geophysics
Ph.D., University of Miami, 2012
Glenn, Susan
Senior Instructor, Analytical Chemistry
Ph.D, University of South Carolina, 2001
Goldsmith, Jack G.
University Affiliate, Chemistry
Ph.D., University of North Carolina, 1994
Gollon, Jakob
Adjunct Faculty, Educational Leadership
M.A., Mercer University, 2013
Gore, DeAnna L.
Associate Professor, Sociology
Ph.D., Florida State University, 2010
Grill, Kelly
Adjunct Faculty, Music-Percussion
M.M., Ohio State University, 2001
Griswold, Lindsay E.
Instructor, Accounting
M.A.C.C., University of Georgia, 2005
Guy, Justin
Adjunct Faculty, Art--Ceramics, Professional Ceramist
B.F.A., University of South Carolina, 2004

Hagstette, Matthew P.
Assistant Professor, English
Ph.D., University of South Carolina, 2010
Hailat, Mohammad Q.
Professor, Mathematics
Ph.D., University of Michigan, 1983
Hall, Patrick
Adjunct Faculty, Music
M.M., University of South Carolina, 2011
Hamilton, Anna
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M.M., University of South Carolina, 2012
Hammond-Beyer, Carl
Adjunct Faculty, Biology
M.S. Western Illinois University, 1989

Hampton, Jill
Associate Professor, English
Ph.D., Southern Illinois University-Carbondale, 1999
Han, Bing
Associate Professor, Speech Communication
Ph.D., University of Maryland, 2008
Hancock, C. Nathan
Associate Professor, Biochemistry
Ph.D., University of Missouri - Columbia, 2005
Hanson, Kathleen
Associate Professor, Languages, Literatures, and Cultures, Special Education
Ph.D., University of Michigan, 2007
Harmon, S. Michele
Professor, Environmental Health Sciences
Ph.D., University of South Carolina, 2003
Harrison, David
Professor, Accounting
Ph.D., CPA, CMA,
Virginia Polytechnic Institute and State University, 1998
School of Business Administration Chair in Global Business
Haslam, Diane
Adjunct Faculty, Music-Voice
Graduate Diploma, Royal Northern College of Music, 1979
Hatchett, Andrew G.
Assistant Professor, Exercise and Sports Science
Ph.D., University of Mississippi, 2008
Havens, Robyn
Instructor, Community Health Nursing
M.S., RN, Wright State University, 1988
Helsley, Alexia J.
Senior Instructor, History
M.A., University of South Carolina, 1974
Henderson, Matt
Adjunct Faculty, Music-Low Brass
M.M., Lynn University Conservatory of Music, 2007
Hiebel, Adam
Assistant Professor, Educational Administration
Ph.D., Ohio University, 2015
Hiers, Sally
Adjunct Faculty, Elementary Education
M.Ed., University of South Carolina, 1980
Higbee, Douglas
Associate Professor, English
Ph.D., University of California - Irvine, 2006
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Hollingsworth, Mark S.
Professor, Music
D.M.A., University of North Texas, 1989
Hoover, Brent
Adjunt Faculty, Business
M.B.A., University of North Carolina, 2013
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M.L.I.S., Valdosta State University, 2010
Humphrey, Teresa Kay
Adjunct Faculty, Speech Communication
M.A., San Diego State University, 1980

Ilukor, Paul
Instructor, Mathematics
M.S., Clemson University, 2009

Jackson, Jr., William H.
Professor, Immunology
Ph.D., Medical College of Georgia, 1995
Jaspers, David G.
Senior Instructor, Mathematics
M.S., University of South Carolina, 1984
Jennings, Heather
Instructor, Adult Nursing
M.S.N., Medical College of Georgia, 2008
Johnson, Gwen
Instructor, Secondary Mathematics
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Johnson, Joseph
Adjunct Faculty, Music-Brass
D.M.A., West Virginia University, 2012
Johnson, Melencia
Assistant Proffessor, Sociology
Ph.D., Southern Illinois University-Carbondale, 2010
Johnson-Porter, Phyllis
Adjunct Faculty, Music
Ed.D., Clark Atlanta University, 2009

Jones, Holly
Adjunct Faculty, English
M.A., New York University, 1999

Karn-Carmichael, Kathy J.
Instructor, Library
M.L.S., Indiana University-Purdue University Indianapolis, 2010

Kiesling, William
Adjunct Faculty, Secondary Education and History
M.Ed., University of South Carolina, 1979

Kirkland, Alice
Adjunct Faculty, Secondary Education
M.Ed., University of South Carolina, 1975

Koo, Reginald
Professor, Mathematics
Ph.D., University of South Carolina, 1985

Kuck, Douglas
Associate Professor, Sociology/Crim. Justice
Ph.D., Bowling Green State University, 1993

Laura, Barbara
Adjunct Faculty, Educational Theatre
M.A., New York University, 1980

Lawrence, Kay
Instructor, Family Health
M.S.N., RN, University of Tennessee, 1983

Leach, Robert T.
Professor, Finance
Ph.D., Kent State University, 1997

Leopard, Meredith
Adjunct Faculty, Art Education
M.A.T., Lander University, 2004

Leverette, Chad L.
Professor, AnalyticalChemistry
Ph.D., University of Georgia, 2000

Lewellyn, Patsy G.
Assistant Professor, Accounting
Ph.D., CPA, Louisiana Tech University, 1987

Lewis, David
Adjunct Faculty, Educational Psychology/ Counseling
M.A., Tennessee Technological University, 1978

Li, Rao
Professor, Computer Science
Ph.D., University of Memphis, 1999
Bridgestone/Firestone S.C. Endowed Professorship in Mathematics and Computer Science

Li, Zhenheng
Professor, Mathematics and Computer Science
Ph.D., University of Western Ontario, 2001

Lintner, Tim
Coordinator, Secondary Social Studies Education Program
Professor, Social Sciences and Comparative Education
Ph.D., University of California - Los Angeles, 1998

Lippard, Rodney
Associate Professor, Director of the Library
M.L.I.S., University of North Carolina, Greensboro, 1995

Longley, Paul C.
Associate Professor, Theatre, Design and Technical Director
M.F.A., University of Arkansas, 2000
Thomas F. Maurice Chair in Fine Arts

Losey, Mary
Adjunct Faculty, Music-Piano
M.A., University of Michigan, 1978

Mack, Kathy
Assistant Professor, Management)
Ph.D., Virginia Tech University, 1995

Maltz, Richard
Professor, Music - Composition/Theory
D.M.A., University of South Carolina, 1991
Pauline F. O'Connell Chair in Fine Arts (1)

Mander, Suchreet
Instructor, Cellular Biology/Anatomy
Ph.D. Georgia Regents University, 2013

Marshall, Nicholas
Assistant Professor, Materials Chemistry
Ph.D., University of Georgia, 2010

Mason, Philip B.
Assistant Professor, Sociology
Ph.D., Mississippi State University, 2012

Matson, James
Adjunct Faculty, Business
M.S., University of California Davis, 1992

McClellan, Sally
Coordinator, Early Childhood Education Program
Associate Professor, Early Childhood
Ph.D., University of South Carolina, 1992

McCullough, Erin
Adjunct Faculty, Political Science
M.A., Loyola University - Chicago, 2012

McClure, Timothy
Assistant Professor, Sociology
Ph.D., Mississippi State University, 2016

McGahee, Thayer
Associate Professor, Health Care Across the Life Span
Ph.D., Medical College of Georgia, 1998
Ione Wells Hanly/Bank of America Chair in Nursing

McGrath, Leanne C.
Professor, Management
Ph.D., University of South Carolina, 1983
John M. Olin/
Palmetto Professorship in Entrepreneurial Development

McMurtrie, Deborah
Assistant Professor, Educational Foundations & Inquiry
Ph.D., University of South Carolina, 2015

Meccia, Lauren
Adjunct Faculty, Music-Sazaphone
M.M., University of South Carolina, 2007

Miller, Collette
Adjunct Faculty, Theatre
B.F.A., University of Texas, 1972

Miller Matthew
Associate Professor, English
Writing Assessment Director
Ph.D., University of South Carolina, 2005
John and Mary P. Grew Chair in American Studies

Miller, Neil
Senior Instructor, Physics
M.S., Clemson University, 1993

Millies, Steven P.
Associate Professor, Political Science
Ph.D., Catholic University of America, 2003

Mills, Gary
Adjunct Faculty, Chemical Oceanography
Ph.D., University of Rhode Island, 1981

Mooney, Katy
Instructor, Psychiatric/Mental Health Nursing
Liberty University, 2013

Munsell, Jason
Associate Professor, Rhetoric and Public Address
Ph.D., Louisiana State University, 2000

Narayanaswamy, Ravi
Associate Professor, Management Information Systems
Ph.D., Clemson University, 2009

Newsom, Paul
Professor, Finance
Ph.D., University of Arkansas, 2003
Mr. and Mrs. Phinizy Timmerman Chair in Enterprise Development

O'Banner, Peggy
Adjunct Faculty, Early Childhood
M.Ed., University of South Carolina, 1987

Padgett, Mila
Adjunct Faculty, Exercise Science
M.S., University of Southern Mississippi, 1995

Parr, Brian
Professor, Exercise Science
Ph.D., University of Tennessee, 2001

Paul, Titan C.
Assistant Professor, Mechanical Engineering
Ph.D., University of South Carolina, 2014

Pazda, Adam D.
Assistant Professor, Psychology
Ph.D., University of Rochester, 2015

Pendergast, Gerald R.
Assistant Professor, Mechanical Engineering
Ph.D., Naval Postgraduate School, 2010

Peterson, Heather
Assistant Professor, History
Ph.D., University of Texas at Austin, 2009

Petrie, Michelle A.
Associate Professor, Sociology
Ph.D., University of Georgia - Athens, 2004

Pierce, Keith
Adjunct Faculty, Art-Video
M.S., University of South Carolina, 2010

Pierce, Samuel
Associate Professor, History
Ph.D., University of Florida, 2007

Pompey, Joyce
Professor, Adult Nursing
D.N.P., University of South Carolina, 2008

Poplin, Anne
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M.A.T., University of South Carolina, 2002

Porca, Sanela
Professor, Economics
Ph.D., University of Tennessee, 2002

Price, Woodrow
Adjunct Faculty, Exercise and Sports Science
B.S, University of South Carolina Aiken, 2006

Puryear, Arlene
Adjunct Professor, Classroom Environments
D.Sc., Curtin University, 2003

Ramsey, David
Instructor, Mathematics
M.A., State University of New York at Stoneybrook, 1996

Ramstad, Kristina
Assistant Professor, Organismal Biology and Ecology Ph.D., University of Montana, 2006

Reckart, Ward
Adjunct Faculty, Exercise Science
M.S., East Stroudsburg University, 2006

Reeves, Lillian
Assistant Professor, Language and Literacy
Ph.D., University of South Carolina, 2014

Reid, Thomas F.
Assistant Professor, Mathematics and Statistics
Ph.D., Univ. of North Carolina, 1997

Reinhart, Bradley D.
Laboratory Manager/Instructor, Environmental Toxicology
M.S., University of Georgia, 2003

Rhodes, Lynne A.
Professor, English
Ph.D., University of South Carolina, 1996

Riley, Melissa
Adjunct Faculty, Educational Psychology
Ph.D., University of South Carolina, 2001

Rinder, Jeremy
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M.Ed., American College of Education, 2013

Roach, Alexandra
Assistant Professor, Psychology Ph.D., University of California Davis, 2014

Roberts, Kenneth M.
Assistant Professor, Biochemistry Ph.D., Washington State University, 2009

Robertson, Sharon
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Rodriguez, Linda C.
Assistant Professor, Management
Ph.D., University of Texas - Pan American, 2008

Rowe, Gerard
Associate Professor, Inorgaanic Chemistry
Ph.D., Boston University, 2008

Rudnick, Irene K.
Adjunct Faculty, Law
LL.B., University of South Carolina, 1952

Ruszczyk, Ronald J.
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Adjunct Faculty, Exercise Science
Ph.D., State University of New York – Buffalo, 1985

Saine, Jim
Adjunct Faculty Member, English
M.A., University of North Carolina - Chapel Hill, 1975

Schweder, Windy
Associate Professor, Special Education
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Schroeder, Jamse
Adjunct Faculty, Theatre
M.F.A., University of Arizona, 1988

Scott-Wiley, Debra
Associate Professor, Theatre
M.F.A., University of South Carolina, 1994
Pauline F. O'Connell Chair in Fine Arts (2)

Scraper, Joel
Associate Professor, Music-Choral
Coordinator, Music Education Program
D.M.A., University of Missouri - Kansas City, 2006

Secrist, Lori
Adjunct Faculty Member--Education
M.S., University of South Carolina, 1997

Seeger, Roy
Instructor, English
M.A., Ohio University, 2000; M.F.A., Western Michigan Univ., 2005

Senn, Amanda
Adjunct Faculty, Science Education
M.S., Florida Institute of Technology, 1984

Senn, Gary J.
Director, Ruth Patrick Science Education Center
Professor, Science Education
Ph.D., Florida Institute of Technology, 1992

Shervette, Virginia R.
Assistant Professor, Wildlife and Fisheries Science
Ph.D., Texas A&M University, 2006

Shipes, William
Instructor, Mathematics
M.S., Clemson University, 2014

Simmons, Lisa
Senior Instructor, Child Health Nursing
M.S.N., University of Alabama, 1988

Sloan, Steven
Adjunct Faculty, Music-Classical Guitar
M.M., Univ. of South Carolina, 2009

Smeak, Dylan
Adjunct Faculty, English
M.F.A., The Writer's Foundry, 2016

Smith, Andrew D.
Adjunct Faculty, Religion
M.Div., Yale Divinity School, 2010

Smith, Garriet W.
Professor, Microbiology
Ph.D., Clemson University, 1981
Washington Savannah River Company Endowed Chair in Sciences

Smith, Kathleen Kalpin
Associate Professor, English
Ph.D., University of California - Davis, 2005
G. L. Toole Chair in English, #1

Smith, Shannon Deer
Adjunct Faculty, Religion
M.A., University of South Carolina, 2010

Southworth, Mary Virginia (Ginny)
Assistant Professor, Photography
M.F.A., University of South Carolina, 1996

Stafford, Jane A.
Psychology Graduate Program Director
Associate Professor, Psychology
Ph.D., State University of New York - Binghamton, 2002

Stangohr, Craig
Instructor, Spanish
M.A., Illinois State Univ., 1980
M.B.A., Univ. of Illinois - Chicago, 1984

Stark, Nancy
Assistant Professor, Adult Health
D.N.P., RN, NEA-BC, Medical College of Georgia, 2008

Steen, Pam
Adjunct Faculty, Biomedical Science
Ph.D., Medical College of Georgia, 2008

Stenger, Karl L.
Associate Professor, German
Ph.D., Ohio State University, 1984

Stevenson, Nicola
Instructor, French and German
P.G.C.E., University of Strathclyde, Glasgow, UK, 2005

Stoudemire, Christopher
Adjunct Faculty, Chemistry
University of South Carolina Aiken, 2003

Stoudemire, Melissa
Adjunct Faculty, Analytical Chemistry
Ph.D., University of Georgia 2014

Stowe, Randy
Adjunct Faculty, Educational Psychology
Ph.D., University of Georgia, 1988

Strong, Willie
Adjunct Faculty, Music-Musicology
Ph.D., University of California - Los Angeles, 1994

Sue-Ling, Carolyn B.
Instructor, Nurse Educator
M.S.N., M.P.A., Brenau University, 2011

Sullivan, Jessica C.
Assistant Professor, Geological Science
Ph.D., University of South Carolina, 2015

Swain, Laura
Assistant Professor, Psychology
Ph.D., University of South Carolina, 2008

Syms, Frank H.
Adjunct Faculty, Geology
Ph.D., University of South Carolina, 2002

Taylor, Ann Marie
Adjunct Faculty, Learning Disabilities
M.A.T., Francis Marion University, 2001

Taylor, Carole Anne
Adjunct Faculty, Exercise Science
M.Ed., University of Georgia, 1995

Terlizzi, Richard S.
Instructor, Mathematics and Statistics
D. Ed., Nova Southeastern University, 2005

Timmons, Daren J.
Professor, Inorganic Chemistry
Ph.D., Texas A&M University, 1999

Thornburg, Matthew P.
Assistant Professor, Political Science
Ph.D., George Mason University, 2013

Triana, Benjamin J.
Assistant Professor, Communication
Ph.D., University of Kentucy, 2015

Tritt, Deborah
Associate Professor, Instructional and Reference Librarian
M.L.I.S., Univ. of Southern Carolina, 2006,
M.S.I.T., Nova Southeastern Univ., 2010

Tyler, Vernelle
Instructor, Elementary Education
Ph.D., University of South Carolina, 1993

Van Pelt, Robert
Adjunct Faculty, Geology
Ph.D., City University of New York, 1990

Vanderberg, Michelle
Assistant Professor, Language and Literacy
Ph.D., University of South Carolina, 2013

Verdery, Robyn
Adjunt Faculty, Business
M.B.A., Augusta State University, 1996

Vieyra, Michelle L.
Associate Professor, Biology
Ph.D., University of South Carolina, 2006

Wallace, Jeffrey Bruce
Adjunct Faculty, Journalism
B.A, University of South Carolina, 1970

Wang, Linda Qingling
Associate Professor, Geography
Ph.D., University of Wisconsin Madison, 1997

Ward, Patrick
Adjunct Faculty, Chemistry
Ph.D., University of Tennessee, 2013

Washington, Aaron
Adjunct Faculty, Chemistry
Ph.D., Florida State University, 2009

Wates, Kathleen
Adjunct Faculty, Accounting
M.A.C.C., University of South Carolina, 1991

Watkins, Lauren
Adjunct Faculty, Music--Flute
D.M.A., University of South Carolina, 2016

Weaver, Kari D.
Associate Professor, Library Instruction Coordinator
M.L.I.S., University of Rhode Island, 2008

Webb, Elizabeth M.
Instructor, Speech Communication
M.A, University of Kentucky, 2005

Wernet, Christine
Professor, Sociology
Ph.D., University of Akron, 2000

Westberry, Ryan
Adjunt Faculty, Music
M.M., University of South Carolina, 2003

White, Douglas W.
Assistant Professor, Physics
Ph.D., University of Alabama-Birmingham, 2010

Willbrand, Ann
University Affiliate, Organic Chemistry
Ph.D., Florida State University, 1981

Wilson, Charmaine E.
Professor, Speech Communication
Ph.D., University of Washington, 1986

Wilson, Edward
Adjunct Faculty, English
M.A., University of Florida, 1974

Wilson, Troy M.
Adjunct Faculty, Anthropology
Ph.D., Washington State University, 2011

Wimbush, Tomeika
Instructor, Nursing
M.N.E., Western Govenors University, 2013

Wise, Julie M.
Assistant Professor, English
Ph.D., Indiana University, 2008

Wolverton, Taggert A.
Adjunct Faculty, Religion
Ph.D., Vrije Universiteit Amsterdam, 2014

Wood, Thomas J.
Assistant Professor, Political Science
Ph.D., Tufts Univ., 2005

Wyatt, Douglas E.
Adjunct Faculty, Geology
Ph.D., Univ. of South Carolina, 1995

Xie, Frank
Professor, Marketing
Ph.D., Georgia State Univ., 2003

Young, Sarah
Assistamt Professor, Politcal Science
Ph.D., University of Tennessee-Knoxville, 2015

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