



*University of South Carolina Aiken*  
*Undergraduate and Graduate Programs Bulletin*

**2002-2003**

# 2002-2003 Academic Calendar

## Undergraduate Calendar

### FALL SEMESTER, 2002

<i>Wednesday-Friday, July 24-26</i>	New Student Orientation #1
<i>Sunday-Tuesday, August 18-20</i>	New Student Orientation #2
<i>Tuesday-Wednesday, August 20-21</i>	Registration
<i>Thursday, August 22</i>	Classes begin
<i>Wednesday, August 28</i>	Last day to withdraw or drop without receiving a "W"
	Last day to invoke/revoke audit option
<i>Monday, September 2</i>	Labor Day Holiday--the University will be closed
<i>Friday, September 6</i>	Last day to apply for December graduation
	Last day to submit Rising Junior Proficiency Portfolio in Writing
<i>Wednesday, October 2</i>	Last day to withdraw or drop without receiving a "WF"
	Last day to elect/revoke the pass/fail option
<i>Friday, October 11</i>	Midpoint in the Semester
<i>Tuesday, November 5</i>	Election Day--the University will be closed
<i>Wednesday-Friday, November 27-29</i>	Thanksgiving break--no classes held
<i>Wednesday, December 4</i>	Classes end
<i>Thursday-Friday, December 5-6</i>	Reading days
<i>Monday-Friday, December 9-13</i>	Final exams
<i>Thursday, December 12</i>	December Convocation

### SPRING SEMESTER, 2003

<i>Tuesday-Wednesday, January 7-8</i>	New Student Orientation
<i>Wednesday, January 8</i>	Registration
<i>Thursday, January 9</i>	Classes begin
<i>Wednesday, January 15</i>	Last day to withdraw or drop without receiving a "W"
	Last day to invoke/revoke audit option
<i>Monday, January 20</i>	Martin Luther King, Jr. Holiday--the University will be closed
<i>Friday, January 31</i>	Last day to apply for May graduation
	Last day to submit Rising Junior Proficiency Portfolio in Writing
<i>Thursday, February 20</i>	Last day to withdraw or drop without receiving a "WF"
	Last day to elect/revoke the pass/fail option
<i>Thursday, February 27</i>	Midpoint in the Semester
<i>Monday-Friday, March 10-14</i>	Spring Break--no classes held
<i>Thursday-Friday, April 10-11</i>	No Classes held
<i>Thursday, April 17</i>	Annual Academic Convocation
<i>Monday, April 28</i>	Classes end
<i>Tuesday-Wednesday, April 29-30</i>	Reading days
<i>Thursday-Wednesday, May 1-7</i>	Final exams
<i>Thursday, May 8</i>	Commencement Exercises

### MAYMESTER, 2003

<i>Monday, May 12</i>	Classes begin
<i>Monday, May 26</i>	Memorial Day--no classes held
<i>Wednesday, May 28</i>	Classes end
<i>Thursday, May 29</i>	Final exams

### SUMMER SESSION I, 2003

<i>Friday, May 30</i>	Registration
<i>Monday, June 2</i>	Classes begin
<i>Friday, June 6</i>	Last day to apply for August graduation
<i>Tuesday, July 1</i>	Classes end
<i>Wednesday-Thursday, July 2-3</i>	Final exams
<i>Friday, July 4</i>	Independence Day Holiday--the University will be closed

### SUMMER SESSION II, 2003

<i>Thursday, July 3</i>	Registration
<i>Friday, July 4</i>	Independence Day Holiday--the University will be closed
<i>Monday, July 7</i>	Classes begin
<i>Tuesday, August 5</i>	Classes end
<i>Wednesday-Thursday, August 6-7</i>	Final exams
<i>Saturday, August 9</i>	Commencement (Columbia Campus)

All dates included here are for primary session A002. For withdrawal and refund dates, consult the Master Schedule of Classes published two weeks prior to Priority Registration each semester.

## Graduate Calendar

For the USCA Graduate Program

### FALL SEMESTER, 2002

<i>Thursday, August 22</i>	Classes begin
<i>Monday, September 2</i>	Holiday -- Labor Day -- the University will be closed
<i>Friday, September 6</i>	Last day to apply for December graduation
<i>Tuesday, November 5</i>	Election Day--the University will be closed
<i>Wednesday-Friday, November 27-29</i>	Thanksgiving Break--no classes held
<i>Wednesday, December 4</i>	Classes end
<i>Monday-Friday, December 9-13</i>	Final Exams
<i>Thursday, December 12</i>	December Convocation

### SPRING SEMESTER, 2003

<i>Thursday, January 9</i>	Classes begin
<i>Monday, January 20</i>	Holiday--Martin Luther King, Jr.--the University will be closed
<i>Friday, January 31</i>	Last day to apply for May graduation
<i>Monday-Friday, March 10-14</i>	Spring Break--no classes held
<i>Thursday-Friday, April 10-11</i>	No Classes held
<i>Thursday, April 17</i>	Annual Academic Convocation
<i>Monday, April 28</i>	Classes end
<i>Thursday-Wednesday, May 1-7</i>	Final Exams
<i>Thursday, May 8</i>	Commencement Exercises

### SUMMER, 2003

For Summer 2003 graduate dates as well as a more detailed listing of all graduate dates, contact the USCA Graduate Office at (803) 641-3489.

### OTHER GRADUATE PROGRAMS

For more information on programs offered through Extended Graduate Campus or the Professional MBA program, contact the USCA Graduate Office at (803) 641-3489.

Consult the Master Schedule of Classes for session information regarding various course deadlines and refund schedules.

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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 Vice Chancellor for Academic Affairs.

The University of South Carolina Aiken provides affirmative action and adheres to the principle of equal educational and employment opportunity without regard to race, color, religion, sex, creed, national origin, age, disability or veteran status. This policy extends to all programs and activities supported by the University. The University of South Carolina Aiken is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award associate, baccalaureate, and master's degrees.

The University of South Carolina has hereby designated as the Section 504 coordinator the University Affirmative Action Officer located in the Human Services Division, University of South Carolina, Columbia, SC 29802. 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.

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# The University

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## MISSION STATEMENT

The University of South Carolina Aiken is a public senior institution of moderate size (2500-5000) which endeavors to prepare students with the knowledge and skills necessary for success in a rapidly changing society and evolving global economy. Attracting a racially and culturally diverse student body of varying ages and experiences, USCA draws its population primarily from the Savannah River Region and other portions of South Carolina, other states, and foreign countries. USCA offers baccalaureate degrees as well as the associate degree in Nursing, completion baccalaureate degrees at USC Regional Campuses, and master's degrees in selected programs designed to meet regional needs.

As an institution of higher learning, USCA seeks to provide excellence in teaching as well as in scholarly research, creative pursuits, and service to the communities of the region it serves. To this end, the university seeks the enlargement of student and faculty knowledge through a wide range of experiences in the liberal arts and sciences and in the professional programs of business, education and nursing. As an academic community dedicated to lifelong learning, USCA serves the region by fostering cultural appreciation and by making available its resources, including its programs, services, and the expertise of its faculty, staff, and students. Thus, USCA encourages:

- Thinking critically and analytically, questioning, searching out concepts;
- Communicating effectively using verbal, numerical, notational, and other symbolic systems;
- Appreciating cross-cultural perspectives;
- Exploring values openly and critically;
- Finding and examining relationships among disciplines, concepts, and areas of study;
- Developing depth of knowledge within chosen fields of interest.

In fulfilling its role as an institution for higher learning, the University of South Carolina Aiken is building a community of active scholars, artists, professionals, and intellectuals engaged in broadly-based educational experiences necessary for fostering an enlightened society.

## HISTORY

Under authority granted by the South Carolina General Assembly, the Aiken County Commission for Higher Education entered into an agreement with the University of South Carolina in 1961 to establish a two-year, off-campus center of the University in Aiken County. A small cadre of faculty and staff was assigned the mission of establishing a college community with acceptable operations and standards. The campus opened its doors in September 1961 with 139 students, three full-time faculty members, and a secretary. Mr. Chris Sharpe served as the first Director of the University of South Carolina Aiken Center, which was housed in Banksia, a renovated mansion in the City of Aiken. In 1962, Mr. Bill Casper was appointed Director of the Center.

Initially, the Center offered only freshman- and sophomore-level courses. In 1968, the Center underwent an institutional self-study and was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees as a branch of the University of South Carolina and as a junior college. The first associate degrees were awarded in June 1968.

In 1968, the South Carolina General Assembly authorized a bond issue to purchase a new site for the campus. After an extensive search, the Aiken County Commission for Higher Education purchased property from the Graniteville Company in 1970 for a new campus location. The campus moved from Banksia to the present 144-acre site in 1972. All

educational and student life programs were initially housed in one large, multi-purpose administration/classroom building, later renamed the Robert E. Penland Administration and Classroom Building in 1999. The building features an open courtyard with a sculpture by artist Charles Perry. The sculpture, "Double Knot," was designed as a symbol of the University's close ties with the local community.

In 1972, the Gregg-Graniteville Foundation and the Swint Foundation contributed \$400,000 to establish a library on campus. This was the largest contribution ever made to a library in the state at that time. The Gregg-Graniteville Library was completed in 1975.

When full-time equivalent student enrollment reached 1,066 in the fall of 1975, the Aiken Branch was permitted to plan senior-level courses, as well as to create a number of baccalaureate degree programs. A new agreement between the Board of Trustees of the University of South Carolina and the Aiken County Commission for Higher Education provided for direct involvement of the Aiken faculty in the development of academic programs. In 1976, the Student Activities Center, housing a gymnasium, bookstore, and food service facilities, was completed. In September 1976, the Board of Trustees granted academic autonomy to the Aiken campus. The institution was fully accredited as a senior college by the Commission on Colleges of the Southern Association of Colleges and Schools and granted its first baccalaureate degrees in 1977.

In 1977, a classroom-office building, later named the Humanities and Social Sciences Building was completed. An operations/maintenance building for auxiliary services was completed in 1978.

The 1980's marked a change in leadership as Mr. Bill Casper announced his retirement as Chancellor of the institution after 20 years of service. Dr. Robert E. Alexander was named Chancellor of the University of South Carolina Aiken in 1983.

The 1980's and 1990's included the completion of a number of construction projects on campus. An addition to the Gregg-Graniteville Library was completed in 1983. Pacer Downs student housing was completed in 1984 by a private developer and acquired by the University in 1999. The Etherredge Center for the Fine and Performing Arts was completed in 1985. A Sciences building was completed in 1989. The historic Pickens-Salley House, home to a former governor of South Carolina, was moved to the campus in 1989. The Children's Center was completed in 1990. The Ruth Patrick Science Education Center was completed in 1991 and expanded by 30,000 square feet in 1999. The Business and Education Building was completed in 1994. In 1995, the campus expanded to 453 acres through a donation/purchase from the Graniteville Company. As part of the Student Activities Center, a natatorium was completed in 1997. The Alan B. Miller Nursing Building was completed in 1999.

In 1994, USCA began offering its first master's degree, the Master of Education in Elementary Education. USCA currently is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools at level III institutional status to offer baccalaureate degrees and master's degrees in selected areas/disciplines. In 1998, USCA began offering its second master's degree, the Master of Science in Applied Clinical Psychology. Through the USCA Graduate Office, more than 500 students each year pursue postgraduate degrees on the Aiken Campus through USCA graduate programs or the University of South Carolina's Extended Graduate Campus.

In 1997 and in 1998, the National League of Nursing (NLNAC) reaffirmed accreditation for the School of Nursing programs at the associate level and baccalaureate completion level for eight full years. In 1999, the National Council for Accreditation of Teacher Education (NCATE) granted national accreditation to the School of Education's undergraduate and graduate programs. In 2000, AACSB International -

The Association to Advance Collegiate Schools of Business granted national accreditation to the School of Business Administration.

In 2000, Dr. Alexander announced his retirement after 17 years of service. Dr. Thomas L. Hallman was named Chancellor of the University of South Carolina Aiken in 2001.

Today, the college is comprised of more than 3,100 students, 141 full-time faculty, and 173 full-time staff members. USCA awards baccalaureate degrees in more than 30 major areas of study and an associate degree in nursing. In addition, the institution offers a varied program of non-credit continuing education courses for the surrounding and extended community

## ACCREDITATION

The University of South Carolina Aiken is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and master's degrees. In addition to this comprehensive accreditation, the baccalaureate programs of the professional schools at the Aiken campus are accredited by their respective associations as follows:

**School of Business Administration:** Accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

**School of Education:** National Council for Accreditation of Teacher Education.

**School of Nursing:** National League for Nursing Accrediting Commission.

For its Associate Degree in Technical Nursing, USCA also enjoys NLNAC accreditation.

The two year course sequence shares in the accreditation of the USC Columbia Mechanical Engineering program:

The Engineering transfer programs offered by the University of South Carolina Columbia are accredited by the Accreditation Board for Engineering and Technology. Courses transferable to the USC baccalaureate program are available at USC Aiken.

## THE UNIVERSITY OF SOUTH CAROLINA

### Mission Statement

The primary mission of the University of South Carolina, a multi-campus public institution serving the entire state of South Carolina, is the education of the state's diverse citizens through teaching, research and creative activity, and service.

#### *Teaching*

The University is committed to providing its students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world. A particular strength of the University of South Carolina is the excellence, breadth, and diversity of the institution's faculty.

#### *Research*

Convinced that research and scholarship, including artistic creation, are essential for excellent teaching, the University pursues aggressively an active research and scholarship program. The University is dedicated to using research to improve the quality of life for South Carolinians.

#### *Service*

Another important facet of the University's public mission is service—to its community, state, nation, and the world—in such areas as public health, education, social issues, economic development, and family support systems.

Founded in 1801 in Columbia, the University of South Carolina began

providing programs in communities statewide in the 1950's and 1960's. At that time, a network of campuses was established in response to community initiative and support for accessible, affordable educational programs principally for local citizens. In the 1970's, the Aiken and Spartanburg campuses were granted the authority to award baccalaureate degrees. While the regional campuses, the senior campuses, and the Columbia campus all pursue teaching, research, creative activity, and service, they do so with an emphasis suited to their individual campus missions.

### *The Columbia Campus*

As a major teaching and research institution, the Columbia campus has long offered a comprehensive range of undergraduate and graduate programs through the doctoral level. With a mission of teaching, research, and service, USC Columbia addresses the state's needs for master's level, professional, and doctoral education, for conducting and sharing research, and for responding to statewide and regional demands for educational resources and professional expertise.

USC Columbia aspires to national and international stature as it provides equitable access to its opportunities, resources, and activities.

### *Senior Campuses*

Individually accredited by the Southern Association of Colleges and Schools, Aiken and Spartanburg take as their primary mission the delivery of basic undergraduate education to their respective areas. These senior campuses also offer graduate-level coursework through the University's Extended Graduate Campus Program and offer master's degree programs in response to regional demand.

### *Regional Campuses*

Accredited with USC Columbia by the Southern Association of Colleges and Schools, the regional campuses in Beaufort, Lancaster, Allendale (Salkehatchie), Sumter, and Union principally provide the first two years of undergraduate education, as well as selected associate degree programs mainly for their locale. The regional campuses also provide for the completion of a bachelor's degree by offering selected upper-division course work in conjunction with the Aiken, Columbia, and Spartanburg campuses as well as some graduate education through the University's Extended Graduate Campus Program. In addition to providing these programs, the regional campuses bring the resources of the entire University to citizens throughout the state.

## 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 USCA'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 USCA Library also serves as an official depository for federal and state documents and 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 using state-of-the-art equipment.

### **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 USCA buildings, media materials production in support of classroom instruction to meet educational requirements, to provide and to maintain telecommunications/satellite transmission services campus-wide, to provide assistance and audio-visual services to

outside organizations using USCA facilities as part of the University's community and public service mission.

## **Computer Services Division**

The mission of the Computer Services Division (CSD) at USCA is to assist faculty, staff and students in meeting their academic and administrative computing needs and to coordinate telecommunications services.

USCA'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 as well as dedicated Macintosh and Windows classrooms. During Fall and Spring semesters, CSD staff and student assistants are located in this area from 8AM - 10PM Monday through Thursday, 8AM - 5PM on Fridays and from 1PM - 10PM on Sundays to assist you with your computing needs. During the Summer, assistance is available 8AM - 9PM Monday through Thursday, and 8AM - 5PM on Fridays. An additional open computer lab is located in Science Building Room 100. Students have access to these facilities and most computing resources 24 hours-a-day, 7 days-a-week.

The majority of academic computing is supported in the Windows (95, NT, 2000) and Macintosh (System 7.x, 8.x, 10) environments. CSD offers training to students, faculty and staff in a variety of commonly used applications (such as Microsoft Office, electronic mail, and the Internet) and maintains a training lab in Business and Education Building Room 236A.

Network services are provided through USCA'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 NT servers providing the campus community with electronic mail, network printing, file sharing, www services, and network applications.

## **Wellness Center**

The mission of the USCA Wellness Center is to offer the USCA family and the extended community exercise, educational and rehabilitative programs to promote a healthy lifestyle. The Center seeks to provide safe, clean, well-equipped facilities and trained, caring staff to the campus and to the Aiken community. Additionally, it contributes to the education and training of USCA students through its baccalaureate program in Exercise Science and provides clinical experiences to support the program.

The USCA Wellness Center, located in the Business and Education Building, is open seven days a week and houses a cardiovascular and strength training area, an aerobics room, an exercise testing laboratory, educational room, jacuzzi and sauna, and locker room facilities.

Adjoining the Students Activities Center is the USCA Natatorium. The pool is open seven days a week for lifeguard supervised activities including swimming, aqua aerobics, scuba training, swim lessons, and competitive aquatic programs. Locker room facilities are available.

## **The Etherredge Center**

The Etherredge Center, the visual and performing arts center of the University, provides a first-class facility and the support services of an expertise staff to accommodate University and Community events.

We provide a variety of diverse cultural activities designed to encourage students to develop an appreciation for the visual and performing arts and to fulfill the cultural needs of the University community and greater Aiken community. In partnership with University and Community groups we support the University's outreach mission by providing K through 12<sup>th</sup> grade students with a variety of cultural performances, including: dance, theatre, and music.

The building contains classrooms and offices for the academic department of the Visual and Performing Arts as well as a 120-seat O'Connell Theatre, a larger 687-seat proscenium theatre and an art gallery. University programs presented in the facility include: the USCA Cultural

Series, the University Concert Choir, Masterworks Chorale, the Faculty and Friends Recital Series, the Etherredge Center A cappella Choir, the Mauldin Guest Artist Series, the University Theatre Players, the Playground Playhouse, the USCA Pep Band and the USCA Concert Band.

Additional information about the Etherredge Center, including our event calendar can be found on our web site: <http://www.usca.edu/ec/>.

## **Ruth Patrick Science Education Center**

The Ruth Patrick Science Education Center (RPSEC) is a cooperative community effort involving USCA, local school districts and the private sector. The Center was established to provide a permanent program to enhance science and mathematics education within the schools of the Central Savannah River Area. The RPSEC building houses the Dupont Planetarium, the Bridgestone-Firestone Pendulum, the Bechtel Telescope and Observatory, a television studio, and Westinghouse Hall.

The Center offers educational institutes, courses and workshops for K-12 teachers that are designed both to increase basic knowledge of mathematics and science as well as to enhance teaching skills. Programs are also offered for K-12 students to encourage their interest in both mathematics and science. The Center emphasizes innovative, hands-on approaches that are intended to excite and encourage students and teachers as well as to allow them to have fun while they are learning. The Center 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.

## **Walter F. O'Connell Center for Entrepreneurship and Technology**

The O'Connell Center for Entrepreneurship and Technology (OCET) operates as an arm of the School of Business Administration fostering the study and encouragement of entrepreneurship. Founded in 1986 and funded by a grant from the John M. Olin Foundation, the center endeavors to create an interdisciplinary educational environment which conveys the skills necessary to start new businesses and to increase the potential for success of start-up ventures.

To accomplish this, OCET offers seminars, materials, management training courses, and opportunities to network with experienced entrepreneurs.

## **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, USCA faculty meet with small business persons on a one-to-one basis to analyze problems and provide advice. Consultants include SBDC staff and USCA faculty. Typical services include assistance in business planning, loan package preparation, feasibility studies and financial analysis.

## **Child Care**

The USCA Children's Center is located on the south side of the campus and offers child care for faculty, staff, and students 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 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 USCA School of Education's Early Childhood Education degree program.

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## UNIVERSITY OFFICIALS AND PERSONNEL

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### President of the University

Andrew A. Sorensen, Ph.D.

### Aiken County Commission for Higher Education

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Timothy W. Simmons, *Vice Chairman*  
Ernest R. Allen, *Secretary*  
Barbara A. Hendrich  
Clarence G. Jackson  
Rebecca T. Robbins  
Eugene S. Sawyer  
Gary Smith, III  
James D. West  
Joe W. DeVore, *Ex Officio*  
Linda B. Eldridge, *Ex Officio*

### Senior Administration

Thomas L. Hallman, Chancellor, Ph.D., University of South Carolina,  
1993  
Suzanne Ozment, Vice Chancellor for Academic Affairs, Ph.D.,  
University of North Carolina at Greensboro, 1982  
Deborah J. Kladvik, Associate Chancellor for Student Life and  
Services, Ph.D., Ohio University, 1991  
Virginia Steel, Associate Chancellor for Business and Finance, M.B.A.,  
University of North Carolina at Greensboro, 1983  
Randy R. Duckett, Assistant Chancellor for Enrollment Services, M.Ed.,  
University of South Carolina, 1984  
J. Michael Hosang, Assistant Chancellor for Development and Alumni  
Affairs, B.A., Ohio University, 1968  
Michael W. Lemons, Chief Information Officer, M.S., Florida Institute  
of Technology, 1979  
Deidre M. Martin, Assistant Chancellor for External Affairs and Special  
Projects, Ed.D., University of South Carolina, 1995

### Academic Affairs

Edward J. Callen, Professor and Coordinator, College of Sciences, Ph.D.,  
Northern Illinois University, 1986  
Trudy G. Groves, Professor and Head of the School of Nursing, R.N.,  
Ed.D., CSGNP, University of Georgia, 1985  
Gwendolyn B. Johnson, Director, Ruth Patrick Science Education  
Center, M.Ed., University of South Carolina, 1982  
S. Thomas Mack, Professor and Coordinator, College of Humanities and  
Social Sciences, Ph.D., Lehigh University, 1976  
Keith Pierce, Director Instructional Services, B.A., Faulkner University,  
1990  
William A. Pirkle, Professor and Director of Sponsored Research, Ph.D.,  
University of North Carolina at Chapel Hill, 1972  
Jeffrey M. Priest, Professor and Head of the School of Education, Ph.D.,  
Southern Illinois University, 1986  
Katya Terry, Director of International Programs and Evening Program  
Coordinator, M.S., Clemson University, 1994  
Niren M. Vyas, Professor and Head of the School of Business  
Administration, Director, O'Connell Center for Entrepreneurship  
and Technology, Ph.D., University of South Carolina, 1981  
Kimberly Wood Woeber, Associate Professor and Director of Wellness  
Program, Ph.D., University of Southern California, 1982

### Administrative Support

Anthony Joseph Ateca, Director of Operations, M.B.A., Lawrence  
Technological University, 2001  
Maria C. Chandler, Human Resources Director, A.A. Officer, B.A.,  
Towson University, 1976  
William Carl Dawson, Jr., Manager, Development and Alumni Affairs,  
B.A., University of South Carolina, 1989  
Waynon Fallaw, Director of Finance, B.B.A., Augusta College, 1973  
Brandalyn Harper, Alumni Affairs Coordinator, B.S., University of  
South Carolina Aiken, 1998, B.A., University of South Carolina  
Aiken, 1999  
Jean Haynes, Continuing Education Coordinator, B.S., University of  
South Carolina Aiken, 1987  
Jeffrey J. Jenik, Director of Campus Support Services and Procurement  
Manager, B.S. Johnson and Wales, 1988  
Sally L. McClellan, Executive Director of the Children's Center, Ph.D.,  
University of South Carolina, 1992  
Karl Munsch, Director of Business Services, B.A., Davenport College,  
1992  
John Roland, Food Service Director, B.S., Johnson and Wales  
University, 2000  
Jane Schumacher, Director of the Etherredge Center, B.A., University of  
South Carolina Aiken, 2000

### Enrollment Services and Institutional Planning

Marshall E. Davis, Director of Advisement Services, B.S., Babson  
College, 1973  
Corey Feraldi, Director of Career Services, M.S., State University of  
New York College at Buffalo, 1995  
Vivian D. Grice, Registrar, B.A., University of South Carolina, 1976  
Andrew H. Hendrix, Director of Admissions, B.A., Winthrop University,  
1994  
Karen L. Morris, Coordinator of Graduate Studies and Residency, B.A.,  
University of South Carolina Aiken, 2000  
A. Glenn Shumpert, Director of Financial Aid, M.Ed., University of  
South Carolina, 1987  
C.L. "Skip" Townsend, Director, Cooperative Education, Campus  
Security and Safety, and Campus Risk Management, J.D.,  
University of South Carolina, 1971  
Vacant, Director of Institutional Research and Assessment



## **Library**

Thomas C. Hobbs, Reference/Collection Development Librarian,  
M.S.L.S., University of Kentucky, 1972  
Paul H. Lewis, Documents Librarian, M.P.A., University of South  
Carolina, 1986.  
Jennifer Little, Reference/User Education Librarian, M.L.S.,  
State University of New York at Albany, 1994  
Jane H. Tuten, Director of Library, M.L.S., Pratt Institute, 1975  
Vacant, Reference/Electronic Resources Librarian

## **Student Life and Services**

Kay Benitez, Coordinator of Disability Services, M.Ed., University of  
Georgia, 1987  
Telesia Davis, Director of Multicultural Affairs and Community  
Services, M.Ed., University of South Carolina, 1997  
Michael W. Findley, Director of Public Safety, B.A., University of South  
Carolina Aiken, 1981  
Kris Gustafson-Helou, Director of Housing and Residence Life, M.S.,  
Kansas State University, 1997  
Timothy Hall, NCAA Compliance Officer/Assistant Athletic Director,  
M.Ed., University of South Carolina, 1992  
Ahmed Samaha, Director of Student Activities, M.Ed., University of  
Georgia, 1994  
Randy Warrick, Athletic Director, M.A.T., University of North Carolina  
at Chapel Hill, 1978  
Vacant, Director of Counseling Center and Disability Services

# Undergraduate Admission

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## UNDERGRADUATE ADMISSION

The Office of Undergraduate Admissions strives to facilitate the recruitment and admissions process of prospective students, as well as coordinating residency, international student services, and NCAA admissions compliance.

Applicants must complete appropriate admission forms and submit them with required credentials to the Office of Admissions.

Admission counseling is available and an appointment for interview is highly encouraged. Telephone: 803/641-3366, 803/278-1967, 888-WOW-USCA.

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 *Admissions Office at the University*.

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 \$35.00 application fee is required of all applicants and must accompany the application. A check or money order should be made payable to: USC Aiken.

## CATEGORIES OF ADMISSION

### Freshman Admission

Admission of freshman students is based on course selection and Predicted College Grade Point Average (PCGPA). This average represents the academic average that a freshman applicant is predicted to earn at USCA at the completion of his/her first year. The (PCGPA) is determined by a formula which uses two variables: the high school grade point average computed on college prep courses, and the SAT or ACT scores. Of these two variables, the high school grade point average is the more important and has more weight in the formula.

Students should prepare for the challenges at USCA by taking strong academic courses in high school. Students graduating from high school in 1988-2000 are required to have completed the high school courses listed in Chart 1 on the following page. Those graduating in 2001 and beyond must complete courses listed in Chart 2 on the following page. However, 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 provides a provisional admission program for students who do not meet our regular admission requirements, but demonstrate academic potential. To be considered for provisional admission, a student must submit a petition for admission to the USCA Admissions Office. The petition will be forwarded to the Scholastic Standing and Petitions Committee for additional consideration. Students admitted provisionally will be required to meet stipulations as determined by this committee.

Students who do not meet stipulated requirements during the first semester will not be allowed to continue their enrollment after their initial semester.

### Readmission

Students who discontinue their enrollment during a fall or spring semester must apply for readmission to return to USCA 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. Readmitted students who have not taken their mathematics courses or tested within the past year will need to retest.

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 is a transfer when the student has attended another college-level institution and attempted one or more courses, regardless of credit earned. If fewer than 30 semester 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. \$35.00 non-refundable application fee;
3. complete official transcripts of college-level courses through the time of application; 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 30 semester hours have been attempted at a college or university.

Transfer students are required to have a 2.0 cumulative GPA in all previous college-level course work. In addition, they must be in good standing and eligible to return to the institution last attended. Eligibility Statement and Transcript Request Forms are available through the USCA Admissions Office. 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.**

A transfer grade point average is calculated for the purpose of admission, using all credits attempted and grades earned at other institutions, with the exception of occupational, technical or remedial courses. These credits and grades also will be included in calculating honors at graduation from the University. 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.

Chart 1.

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

<b><u>Area</u></b>	<b><u>Units</u></b>	
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**

<b><u>Area</u></b>	<b><u>Units</u></b>	
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), Mathematics 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:	

As a general rule, credits earned in courses that fall in one or more of the following categories are not acceptable in transfer to campuses of the University of South Carolina System:

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.

Exceptions to this rule may be made only by the designated academic official(s) on the campus where the student is majoring and only in specific cases where such courses are judged to be uniquely relevant to the student's degree 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.

USCA 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. *Applicability of those credits to a degree is determined by the department or major in which the student enrolls.* The number of credits acceptable to the University and the number which may apply toward a particular degree may differ.

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 USCA. Applicants for admission with advanced standing from colleges and universities not accredited by a regional accrediting association will need to validate transfer credits. Details of the validation procedure vary and may be obtained from the Registrar's Office. (State wide policies concerning transfer credit can be found on page 35.)

### **Parallel Advisement for Transfer Students (PATS)**

The PATS program is an effort between USC Aiken and Aiken, Orangeburg-Calhoun, and Piedmont Technical Colleges to provide advisement for students enrolled at these institutions who plan to transfer and complete a degree at USCA. This advisement allows students to choose courses that meet degree requirements at both campuses. For additional information about the PATS program contact the USCA Admissions Office at (803) 641-3366.

### **Change of Campus**

Changing campuses from one USC campus to another is a relatively easy process. Students must complete and return a change of campus form (found in the Records Office at most campuses and the Deans Office in Columbia). The Records or Deans office at your original campus will forward your request to the USCA Admissions office. To be admitted to the USCA campus, change of campus students must be in good academic standing at the original campus of attendance, as well as maintaining a GPA that is above USCA suspension levels. (See Academic Standing in the "Academic Regulations" section of this bulletin.) Those students who have attempted less than 30 hours of nondevelopmental course work must also meet freshman admission requirements.

### **Non-Traditional Students**

Non-traditional students at USCA 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, transfer directly from another college to USCA, or who have been employed for 2 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. If non-traditional students fail to meet regular admission requirements, they may submit a petition to the Scholastic Standing and Petitions Committee for further consideration. Students must complete a written petition which requests information concerning extra-curricular and work experiences. This is an attempt to determine if the student has obtained sufficient knowledge/experience to be admitted to the University.

**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 USCA challenge exams (exams, portfolios, etc.), submitting documents indicating educational experiences in the military, or submitting credits earned for USC correspondence courses. Appropriate scores, which have been established by the University, will result in credit being awarded for work and/or public service experience. USCA policy also states that a maximum of 30 semester hours of non-traditional credit may be applied to a baccalaureate degree.

### **International Student Admission**

All international students applying for admission to an undergraduate degree program must complete an international student application, attach a \$35 application fee, and submit it to the Undergraduate Admissions Office at USCA. All international students must submit bank statements or certified statements for financial ability to provide approximately \$15,000 or more for twelve (12) months' total expenses. This is required before the I-20 certificate of eligibility can be signed.

Due to the problems associated with postage and traveling, international students are encouraged to submit an application at least 5 months prior to the semester the student wishes to enter. Deadline for applications are July 1<sup>st</sup> for the fall semester and November 1<sup>st</sup> for the spring semester. International students who do not meet regular admission requirements and decide to petition for admission may not have adequate time to complete the admissions process. In such cases, their application will be considered for the following semester.

#### **International Freshman 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;
- TOEFL scores (550 on the standard or 213 on the computer-based version). Students who score between 500-549 on the standard, or 173-212 on the computer based version, may be admitted but must take English 111, English as a Second Language, in their first semester at the University.
- and SAT or ACT scores.

If the SAT/ACT is not offered in the student's country, the University will consider the TOEFL and other evidence of academic potential in lieu of the SAT/ACT. The Scholastic Standing and Petitions Committee will review the credentials of the student and determine whether the student should be admitted to the University.

#### **International Transfer applicants**

International students who are applying for admission and have completed courses at post-secondary institutions are considered to be transfer students, and must meet the transfer student requirements outlined on page 6, of the USCA bulletin under Transfer Admission. If the applicant has completed fewer than 30 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. This evaluation must be forwarded directly to the USCA Admissions Office from the evaluation service. Students will not be considered for admissions until this evaluation is received.

- TOEFL scores (550 on the standard or 213 on the computer-based version). Students who score between 500-549 on the standard or 173-212 on the computer based version may be admitted but must take English 111, English as a Second Language, their first semester at the University.

If the applicant has attempted less than 30 semester hours of college-level work, the following must also be submitted:

- complete official high school records
- SAT/ACT scores

The TOEFL requirement will be waived for a transfer student if the student has completed the equivalent of USCA'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, English as a Second Language, in their first semester 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. This evaluation must be forwarded directly to the USCA Admissions Office from the evaluation service. (A list of several professional Evaluation Services can be obtained from the USCA Admissions Office or found on the USCA web site at: [www.usca.edu/admissions](http://www.usca.edu/admissions)). Students will not be considered for admission until this evaluation is received.

#### **Waiver of Foreign Language Requirement for Bilingual Speakers**

Students whose native language is other than English, and who have scored either 500 on the paper-based or 173 on the computer-based Test of English as a Foreign Language (TOEFL), 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 Foreign Language Placement Coordinator and the department/school head of the student's degree program.

The department encourages exempt students to use electives to pursue other language and cultural studies.

#### **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, an application fee and an explanation of their educational goals. The Admissions Office 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.

**Concurrent Admission.** Concurrent Admission 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 admission, 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
- Submit a letter of approval from their high school (Principal or Guidance Counselor)
- Submit a letter or approval from parent or guardian
- Avoid courses which are offered by the students' high school
- Must meet the prerequisites of any course before enrolling in that course

Students admitted to this program will be enrolled in regular college courses in general subject areas, and will be 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 USCA 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.

The Early Admission applicant will then be interviewed by the Scholastic Standing and Petitions Committee, which will act on the application.

**Non-Degree** students are those wishing to take a 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 USCA. 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 USCA has been approved by their academic dean or registrar.

**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 the Scholastic Standing and Petitions Committee for special consideration, and may do so by request through the USCA Admissions Office. 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 1 <sup>st</sup> ;
Spring Semester	—	December 1 <sup>st</sup> ;
Summer I Session	—	May 1 <sup>st</sup> ,
Summer II Session	—	June 1 <sup>st</sup> .

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

## 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 USCA.

In accordance with policies established by the South Carolina Commission on Higher Education, USCA 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 USCA 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 Admissions, University of South Carolina Aiken, Aiken, SC, 29801.

### College Level Examination Program (CLEP)

The University awards credit by examination to CLEP subject examinations only. By attaining an acceptable score, a student may receive credit equal to that normally earned in the comparable University course. To receive credit, the student must have the official examination results sent to the Office of Undergraduate Admissions, University of

South Carolina Aiken, Aiken, SC, 29801. The department chair/school head will make the decision to award credit based on the score.

CLEP credit is awarded in the following subject areas: Introductory Accounting, Introductory Business Law, Principles of Management, Principles of Marketing, Freshman College Composition, Analysis and Interpretation of Literature, American Literature, English Literature, American History I: Early Colonization to 1877, American History II: 1865 to the Present, Western Civilization I: Ancient Near East to 1648, Western Civilization II: 1648 to the Present, College Algebra, College Algebra and Trigonometry, Calculus with Elementary Functions, Trigonometry, General Biology, General Chemistry, American Government, General Psychology, Educational Psychology, Introductory Sociology.

### Credit by Examination (Challenge Exam)

For more information see Other Credits under "Academic Regulations" on page 37.

### 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 applied to a degree program upon the approval of the Department Chair or School Head from which the degree is to be awarded. For more information contact the USCA Admissions Office.

## 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.

USCA has 2 programs recognized by the Academic Common Market. They are Business Administration - Marketing of Golf Course Services and Industrial Mathematics.

If interested in these programs, students must be admitted to USCA as a degree seeking student. Then contact your state coordinator for additional information.

## PLACEMENT EXAMINATIONS

The purpose of the placement test is to assess each student's ability in mathematics and help place her/him in the proper initial mathematics course. Those 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. Although the mathematics placement test is not required, we **strongly recommend** that students take the placement who who have chosen the following majors: biology, business administration (accounting, finance, management, and marketing concentrations), chemistry, early childhood education, elementary education, secondary education-biology, secondary education-chemistry, secondary education-comprehensive sciences, secondary education-mathematics, exercise and sports science, industrial mathematics, mathematics/computer science, pre-engineering and pre-pharmacy. If a student chooses not to take the placement test, her/his initial math course will be Math 108 (Applied College Algebra), Math 118 (Mathematics for Practical Purposes I) or Math 119 (Mathematics for Practical Purposes II) depending upon her/his major. The aforementioned majors have a minimum math requirement that is of a higher level than either of the three math courses mentioned so this is why we strongly recommend that those who have selected the indicated majors take the test. By taking the test they will have the opportunity to

place at the appropriate level of the math requirement of their major, thus negating having to take an additional math course (Math 103, Math 104, or Math 108). For those students who have selected a major other than those indicated, they are not required to take the test and it is totally at their discretion if they decide to do so. By not taking the test they also will be placed into one of the three math courses previously mentioned.

Transfer students and students who have already earned a baccalaureate degree who have partially or completely satisfied the math requirement of their major or have successfully completed at the minimum an intermediate algebra course at their previous institution will not have to take the test. Those students may then proceed to the next required math course for their major or the prerequisite course for the required math course for their major.

The mathematics placement test is a user friendly computerized test which consists of multiple choice questions designed to measure an individual's proficiency in the areas of elementary algebra, intermediate algebra, college algebra and trigonometry. All students will begin testing in the elementary algebra area. The test is adaptive, which means that each student is prepared for those questions. The test will end when the student reaches the highest level of questions she/he can answer. Test results will be available when students come for orientation, advisement and registration. The results of this test will be used by the academic advisor to determine the particular mathematics course which is most appropriate for the student based upon her/his level of proficiency and the requirement of her/his academic major. Students are strongly encouraged to review previously learned math concepts before testing. Scores from the test will be valid for one year for non-matriculated students.

For additional information regarding mathematics placement test, contact the Advisement Services Office. See also Remedial Courses on page 33.

## Foreign Language Placement

Students who had two or more years of the language they plan to take **within the last four years** and passed the courses with a C or better **must enroll in 121.**

The following students should enroll in 101:

- students who are starting a new language;
- students who did not have two or more years of the language within the last four years and/or did not pass the courses with a C or better.

Students with more extensive foreign language experience who want to place into higher courses in order to receive extra credit should contact Dr. Karl Stenger, the Coordinator of Foreign Language Placement, and arrange to take the placement test.

- If they place into 122 and pass the course with an A or B, they will receive 4 additional credits for 121.
- If they place into a 200 level course and pass the course with an A or B, they will receive 8 additional credits for 121 and 122.

Students who place into 122 or above and who pass the course with a grade lower than B will receive credit for that course and will have fulfilled the foreign language requirement at USCA, but will not receive extra college credit.

For information on waiving the foreign language requirement for bilingual speakers, see page 60.

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## HEALTH REQUIREMENTS

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The University of South Carolina Aiken requires all undergraduate and graduate students born after December 31, 1956, to provide proof of immunity to measles (rubeola) and German measles (rubella). Proof of immunity and/or immunization requires documentation of one of the following:

1. Two measles and one German measles (MR or MMR) shot on or after the first birthday and since January 1, 1968, or
2. Positive serum titers (blood antibodies) to measles and German measles, or
3. Physician-diagnosed measles illness and either shots or positive serum titer for German measles. (A history of German measles illness does not meet requirements).

# Student Life

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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.

## STUDENT ACTIVITIES

### Student Organizations

The Student Activities Center is the focal point of campus life—providing comfortable lounge facilities, a cafeteria, and meeting and work areas for student organizations. There are more than 60 active organizations and committees on the campus offering opportunities for student involvement. 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 opportunities on the USCA campus.

### 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 USCA. Through SGA, the student can acquire and cultivate leadership skills in the legislative process.

The students at USCA 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 institutional 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 twice during each academic year to fill SGA seats vacated on a rotating basis.

### Pacer Union Board

Pacer Union Board (PUB) provides an opportunity for USCA students to become involved in campus life by providing quality entertainment and programs for the USCA community. The Pacer Union Board utilizes a special event planning structure. Each special event is coordinated by a student who is responsible for the program development and implementation. Everyone is encouraged to become active in originating and executing activities for the campus through the USCA 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.

### Intramurals

The Intramurals Program at the University of South Carolina Aiken is founded on the philosophy that exercise and relaxation are vital to the total educational process. 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 football and basketball; competitive individual events such as table tennis and pool tournaments, and one-on-one basketball; and non-competitive recreational activities.

### Athletics

With the goals of both athletic and academic excellence, the Athletic Department at USCA has emerged as a well-rounded intercollegiate program.

USCA is committed to fielding competitive athletic teams which are comprised of academically qualified student athletes. USCA holds membership in the NCAA Division II and is a charter member of the Peach Belt Conference (PBC). The PBC—consisting of Armstrong Atlantic State University, Augusta State University, Clayton College and State University, Columbus State University, Georgia College and State University, Kennesaw State University, Lander University, Francis Marion University, University of North Carolina at Pembroke, University of North Florida, USC Spartanburg, and USC Aiken—has conference championships in eleven 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.

With the Student Activities Center and the outstanding baseball, softball, soccer and tennis facilities, the Pacers have as their home one of the finest athletic complexes in the Southeast.

### Student Media

Student Media at USCA is comprised of *Pacer Times* newspaper and *Broken Ink* literary 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 work for *Pacer Times*.

### USCA Board of Publications

Created in 1986, the Board of Publications (Media Board) is comprised 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* (newspaper), and *Broken Ink* (literary magazine). The Board is the governing body for these media and oversees their budgets, hires the editors of each and sets high journalism standards in keeping with sound ethics.

### The Emerging Leader Program

The Emerging Leaders Class is an eleven-week leadership training program designed especially for students interested in developing their leadership potential. The program 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 Activities. Students are required to participate in an application process based on certain criteria including a minimum GPA requirement in order to be enrolled in the class. For more information on the Emerging Leaders Program, contact the Director of Student Activities.



# STUDENT ACADEMIC AND DEVELOPMENT SERVICES

## Advisement Services Office

The mission of the Office of Advisement Services and academic advisement is to assist students in the development of meaningful educational plans compatible with their life goals. Academic advisement is a continuous process of clarification and evaluation of these goals. The mission of the Office of Advisement Services is accomplished through a collaborative effort of the advisor and the student.

Recognizing that the ultimate responsibility of making decisions about life goals and educational plans rests with the individual student, the office personnel and faculty advisor assist by helping to identify and assess alternatives and consequences of decisions. Together, the office personnel and the advisor provide guidance to the student in developing and completing an acceptable program of study leading to graduation.

The Advisement Services Office also assists students who are interested in changing their major, uncertain about their major, or wish to explore different majors. The Advisement Services Office is located in Room 108-E of the Penland Administration Building.

## Orientation

Orientation programs are offered for all new freshmen and transfer students. Orientation is designed to ensure a smooth transition to USCA 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 and the Department of Psychology handle orientation for graduate students.

## 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 enhance 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.

## Career Services

The mission of the Career Services Office continues to be to assist all USCA students with their career-related concerns--choosing a career, career planning, experiential learning and job search. The Office advises students to get involved early in career planning and assists them in taking charge of their career future through self-empowerment. It is the goal of Career Services to work in partnership with faculty, staff and the community towards student development. Other components of the Office's mission are the posting of on-campus student employment positions and responsibility for the campus-wide segment of student employment training. Along with providing quality services, as a member of the Enrollment Services division, Career Services strives to assist with the attraction and retention of all students.

The Career Services Office offers valuable resources and services to all students. To take full advantage of the many resources and services available requires some initiative on the part of the student. In this

rapidly changing, competitive and global job 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, including

- Choosing a major/career
- Career assessment instruments
- Experiential education
- Job search strategies

### Career Library Resources

- Computer-assisted career guidance system
- Career planning books
- Career magazines and other literature
- Information on specific careers
- Employer information and directories
- Resume, cover letter and interview books
- Part-time and full-time job listings
- Internship information
- City and cost of living information

### Career Information Handouts

- Strategies for exploring college majors/careers
- Career planning timeline
- Job search strategies
- Choosing a career/major

### Career Workshops

- Career planning
- Resume preparation
- Interview techniques
- Job search strategies
- Utilizing the Internet
- Career decision-making
- Myers Briggs
- Networking
- Graduate School

### Career Days

### Resume and Cover Letter Review

### Resume Referral

- Develop a professional resume
- Register for referral services through the Career Services Office
- Place resume on the Internet

For more detailed information, students are encouraged to pick up Career Services brochures or visit the Career Services Office in the Penland Administration Building, Room 108-E.

## Disability Services

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

USCA 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 USCA 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: special seating, a note taker, special testing arrangements, permission to tape record lectures or other accommodations to assist the student in her/his classroom efforts.

Students with a documented disability which 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. Eligible students must be enrolled in 9

semester hours or more for the fall and spring semester to be considered full-time. Those who would like to be considered for financial aid must contact the Financial Aid Office 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 USCA experience, campus wide services are coordinated to meet the needs of the student. For more information contact Disability Services at (803) 641-3609 or stop by the Business and Education Building, Room 126-A.

## Cooperative Education

The mission of the USC Aiken Office of Cooperative Education is to offer qualified students full or part-time employment during their college career that is relevant to their declared academic major. The program strives to maximize the student's career work experience prior to being awarded their academic degree.

Cooperative Education is a method of education that allows students to alternate between school and employment based on the student's academic schedule. The program operates to maximize a student's academic career with relevant professional work experience. It is designed to assist students in making the transition from college to career employment. For the student, the program at USC Aiken provides experience in business and industry, experience in human relations, career guidance and financial support. To the employer the program offers a source of employees (now and later), as well as opportunities to participate in training college students and to provide them with financial support. The school benefits from its relationship with industry and from state-of-the-art training for its students.

The Cooperative Education Program at USC Aiken is elective but selective. It is administered through one office, the Office of Cooperative Education. The placement of co-op students is the responsibility of the staff of the Co-op Office. Students are accepted into the program once their co-op applications have been approved by their respective academic division and the Co-op Director. The general criteria involve enrollment as a student, recommendation by the applicant's faculty advisor, and the maintenance of a satisfactory grade point average.

USC Aiken offers two cooperative plans. The alternating co-op plan requires the student to alternate semesters of work and school. The parallel co-op plan permits students to combine work experience and classroom studies in the same semester. Parallel co-op is essentially part-time employment that is consistent with a student's academic major.

Once students are enrolled in the Cooperative program their applications are presented to co-op employers. Many employers interview students through visits to the USC Aiken campus. Others prefer that the student visit their places of business for the initial interview. Offers of employment are made to students through the Co-op Office and those accepting offers will receive specific reporting instructions. Strong efforts are made to obtain employment in the greater Aiken/Augusta area for those students commuting to USC Aiken. However, employment opportunities may also be developed for students seeking co-op work in other localities.

For further information on the Cooperative Education Program or other relevant employment, students should contact the Office of Cooperative Education at (803) 641-3541.

## The Language Learning Center

The Language Learning Center supports the integration of technology into language instruction and linguistic acquisition. Through methods such as aural-oral programs, video, and internet access, the Language Learning Center provides students with opportunities to acquire, develop, and practice effective communicative skills and to gain insight into and appreciation of diverse cultures and peoples. Students use the center to complete homework assignments and class projects.

The Language Learning Center is located in the Humanities and Social Sciences Building (Room 107) with open hours posted each semester.

## The Mathematics Laboratory

The mission of the Math Lab is to provide support for students enrolled in mathematics courses at USCA. The goal of the Math Lab is to enable students to be successful in the classes that use mathematics. This goal is accomplished by providing students with free peer tutoring in any freshman level and selected sophomore level mathematics classes, offering assistance with calculator skills and computer software used with the math classes, and providing resources such as instructional videos, software tutorials, and references.

The Math Lab is located in the Penland Administration Building, Room 219, at extension 3470. No appointment is required and students are encouraged to come to the Math Lab not only for tutoring but also to complete homework, work with a group, or use the computers. Hours when tutors are available are publicized at the beginning of each semester.

For more information, see the Math Lab website at <http://pacer1.usca.sc.edu/~mathdept/mathlab/>

## Office of Multicultural Affairs

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, the Office of Multicultural Affairs seeks to foster a warm, welcoming, and supportive environment for the diverse members of the campus community; to provide minority-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 office is located in the Student Activities Building in the Student Life & Services Suite. Contact: Telesia Davis, Director, 641-3442 or [telesiad@usca.edu](mailto:telesiad@usca.edu).

## The 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 is directed by a member of the English faculty. Located in the Humanities and Social Sciences Building (112), the Writing Room is available to students who want to drop-in but appointments are recommended.

In support of its mission, the Writing Room has the following goals:

- 1.) to support the composition sequence by providing professional, individual feedback to students enrolled in composition courses;
- 2.) to support writing across the curriculum by providing professional, individual feedback to students enrolled in USCA courses;
- 3.) to support writing in the university by
  - a.) offering writing workshops
  - b.) serving as a repository of material and equipment relevant to writing
  - c.) housing the Rising Junior Writing Proficiency Portfolio and providing professional, individual feedback to students developing their portfolios.

For additional information, visit the Writing Room's web site at <http://www.usca.edu/writingroom/>

## Office of International Programs

The Office of International Programs coordinates programs and services that promote international awareness among students and faculty, and addresses contributions and concerns of international students.

The Office provides information to students on study abroad, work abroad and volunteer abroad opportunities. It is the goal of the Office of International Studies to work closely with faculty and staff on developing new study abroad programs for students and to assist faculty with research/teaching projects abroad.

The Office of International Programs provides services to international students on campus. Services include providing information to prospective international students, assisting international students with academic and social issues, and advising on INS regulations. We work closely with student and community organizations to insure that international students are well-adjusted and successful on campus.

The USCA Office of International Programs has as its mission the provision of a global perspective by advancing knowledge and appreciation of the broader world and its cultures. This is accomplished by bringing the world to USCA via campus lectures, panel discussions, other cultural events, and through internationalizing the curriculum when appropriate.

The Office of International Programs is located in H&SS Room 101A.

## CAMPUS SERVICES

### 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 USCA's instructional program. The following services and resources are available to all registered students:

#### *Traditional and nontraditional library services*

- Reference and research assistance
- Active user education program
- Interlibrary loan borrowing
- Self-service photocopying equipment
- Internet site on World Wide Web including interactive tour map, information on library services, and links to numerous useful research resources

#### *The most up-to-date computerized library technology*

- USCAN computerized catalog linking all USC libraries
- Web access to numerous online databases
- Internet access terminals
- Computerized circulation system
- Color printer
- On-line full-text journals

#### *An attractive, modern library facility*

- Two-story 40,000 square-foot building
- Book and bound periodical collection of more than 156,000 volumes
- Microform collection numbering more than 26,000 volumes
- Periodical and newspaper title collection of over 1,900
- Official depository for United States Government publications and South Carolina state documents and the Department of Energy public reading room collection; over 71,400 documents in combined collections

#### *Loan periods/Overdue charges*

- Four weeks for current USC System students
- Academic year, subject to recall after four weeks, for faculty and staff
- Two weeks for borrowers in other designated clientele categories
- Juvenile Collection loan period of one week
- Reserve and Interlibrary Loan materials' loan periods vary
- Overdue charge of 25 cents per day; overdue Reserves charge of \$1.00 per day

#### *Hours*

Monday-Thursday	8:00 A.M.	to	11:00 P.M.
Friday	8:00 A.M.	to	5:00 P.M.
Saturday	10:00 A.M.	to	5:00 P.M.
Sunday	2:00 P.M.	to	11:00 P.M.

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

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

## The USCA Bookstore

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

The USCA Bookstore is the source for all course materials including textbooks, lab supplies, course packets, school supplies, and study aids. The bookstore is located in the Student Activities Center, (SAC) near the Food Court. Operated by the University of South Carolina Aiken, the primary goal of the bookstore is to provide educational materials to students at the lowest cost possible.

### Refund Policy

The USCA Bookstore 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 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.

### Book Buy Back Policy

The USCA Bookstore 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, 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.

### Bookstore Hours

Fall & Spring Semesters

Monday through Thursday	8:00am - 6:00pm
Friday	8:00am - 3:00pm

Summer Sessions

Monday through Thursday	8:00am - 5:00pm
Friday	8:00am - 3:00pm

With extended hours at the start of each semester

### Online Information

Students may obtain textbook pricing information, buy or reserve textbooks, and purchase other items online at [www.uscabookstore.com](http://www.uscabookstore.com). The online site is operated by The USCA Bookstore and offers a safe and secure way to obtain most items offered by the bookstore from anywhere in the world.

### Contact Information

Telephone 803-641-3457  
e-mail [bookstore@aiken.sc.edu](mailto:bookstore@aiken.sc.edu)  
url: [www.uscabookstore.com](http://www.uscabookstore.com)

*Questions, comments, or suggestions regarding the bookstore may be directed to:*

*Karl Munsch, Director of Business Services  
University of South Carolina Aiken  
471 University Parkway  
Aiken, SC 29801  
e-mail: [karlm@aiken.sc.edu](mailto:karlm@aiken.sc.edu)*

## 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, local merchants and residents.

The university has contracted with Aramark Inc. to provide food services on campus. Aramark is one of the premier food service providers in the country. Aramark offers many dining options at USC Aiken including:

- The Food Court located in the Student Activities Center, which includes a sub shop, pizza, and a full service grill.
- The Courthouse Cafeteria located in the Student Activities Center, which features a full service hot food line for breakfast, lunch, and dinner.
- The Station in the Humanities and Social Sciences Building, which includes subs, frozen yogurt, and gourmet coffee.

### Pacer Downs Market

The Pacer Downs Market is located next to the campus housing office at Pacer Downs. The market offerings include grocery items, snacks, gourmet coffee and cappuccino, and other 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, everyone should consider purchasing a meal plan.\*

- Plan A: 7 Meal Plan-\$605.00 per semester  
Provides 7 full, hot meals in the cafeteria each week.
- Plan B: 10 Meal Plan-\$745.00 per semester  
Provides 10 full, hot meals in the cafeteria per week. This plan also offers a bonus \$50.00 in declining balance money, which may be used in any campus dining location.
- Plan C: 17 Meal Plan-\$825.00 per semester  
**Best Value, Most Flexible, About \$3.00 per meal!** Provides 17 full, hot meals in the cafeteria per week with equivalency credits that may be used in the Food Court. This plan also offers \$75.00 in declining balance money, which may be used in any campus dining location.
- Plan D: Sophomore/Junior/Senior Declining Balance Plan-\$750.00 per semester  
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-\$335.00 per semester  
Provides a declining balance value, which may be used like cash in any campus dining location. *Offered to junior and senior students only.*

### \*A Special Note to Pacers Downs Residents

All Pacer Downs residents are required to purchase a meal plan.

Freshman Pacer Downs residents may choose from Meal Plans: **A, B, or C**

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

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

Pacer Downs residents 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 USCA 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.

### **Pacer Cards \$36.00**

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 only cost \$36.00 and you receive \$40.00 of purchasing credit. When one runs out, just stop by and purchase another.

*Questions, comments, or suggestions regarding campus dining may be directed to:*

*John Roland, Campus Dining Director  
Aramark, Inc.  
471 University Parkway  
Aiken, SC 29801  
803-641-3293*

OR

*Karl Munsch, Director of Business Services  
University of South Carolina Aiken  
471 University Parkway  
Aiken, SC 29801  
e-mail: karlm@aiken.sc.edu*

### **Housing and Residence Life**

Students living on campus reside at Pacer Downs, an apartment complex housing 364 students. Pacer Downs consists of 91 4-person apartments. Each apartment is furnished and contains two bedrooms, two full bathrooms, a living area, and a fully equipped kitchen. Pacer Downs is staffed by the Director of Housing and Resident Life, a live-in Assistant Director and 12 Resident Assistants. In addition to recreational areas within Pacer Downs (pool, volleyball court, basketball court, etc.), staff members provide a variety of activities and programs to help students learn, connect and grow.

Continuing USCA students wanting to live on campus for the next academic year are required to participate in the housing selection process beginning in March.

For more information, contact the Office Housing and Residence Life at 803-641-3790 or see our website at: <http://www.usca.edu/housing/>

Students seeking off campus housing may contact the Admissions Office for a listing of nearby housing in the area.

### **Safety at USCA**

USCA 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 USCA Office of Public Safety at (803) 641-3290 or at the following web address: <http://www.usca.edu/ps/psmain.htm>

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 balance of the County, which is served by the Office of the Sheriff of Aiken County. Please contact rental agents for County or City emergency numbers that might be helpful such as fire, police, and hospital. In addition, USCA 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:**

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>

### **Automatic Teller Machine (ATM)**

An ATM is located in the Student Activities Center near the USCA Bookstore for your convenience.

### **Child Care**

The USCA Children's Center is located on the south side of the campus and offers child care for faculty, staff, and students 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 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 USCA School of Education's Early Childhood Education degree program.

## **GENERAL REGULATIONS**

### **Conduct**

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

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 USCA 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.

### **USCA Academic Code of Conduct**

USCA 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 *USCA Student Handbook*. Such violations include, but are not limited to, cheating, plagiarism, and illegal use of old laboratory reports. 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 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) require that all institutions of higher education collect and make certain information available to students/prospective students and

employees/prospective employers 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 three categories: graduation or completion rates, athletically-related financial aid, and campus crime. 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 are published annually by the USCA Department of Public Safety and are provided to current and prospective students and employees. This information is also available on the USCA 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.

USCA is committed to the letter and the intent of both the ADA and section 504. If a student has a question concerning possible discrimination due to a disability, they may contact the Director of Human Resources, extension 3317 for further information.

**Both undergraduate and graduate students will find additional USCA regulations and procedures printed in other sections of the *Bulletin* and the *USCA Student Handbook*.**

# Fees and Refunds

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The University reserves the right to alter any of the following charges without notice. All charges are due and payable on the date that they are incurred, or the due date indicated on the ticket, invoice, or statement. Checks or credit cards for the exact amount of the total charges should be made payable to the University of South Carolina Aiken.

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.

## CHECKS AND CREDIT CARDS

If a check given in payment of academic and other fees is not paid upon presentation to the bank on which it is drawn, the student will 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 \$25.00 service charge. If a check given in payment of other charges is returned from the bank on which the check is drawn, the student will be required to pay a \$25.00 service charge.

If the student 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 issue a warrant for the total amount, including other costs, 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.

## 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 at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each semester until the determination is challenged successfully.

### 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.

**"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.

**"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.

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.

### Exclusions

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. Person qualifying under any of the exclusions below, must complete a questionnaire 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 Aiken undergraduate or graduate courses taken at the Aiken campus.**

**Military Personnel and Their Dependents.** Members of the United States armed forces (and their dependents) who are stationed in South Carolina on active duty may be considered eligible for in-state rates.

When such personnel are ordered away from the state, their dependents may continue for an additional 12 months to have this eligibility.

Such persons (and their dependents) may also be considered eligible for in-state rates for a period of 12 months after their discharge from the military, provided they have demonstrated an intent to establish permanent residence in South Carolina and they have resided in South Carolina for a period of at least 12 months immediately preceding their discharge.

Military personnel whose educational expenses are paid by the federal government are ineligible to pay in-state fees.

**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. The dependents of such persons may also be eligible for in-state rates.

**Effects of Changes**

**Moving.** If the person upon whom a dependent person is dependent moves from the state, the dependent person may enroll and continue to be enrolled at the in-state rate, provided the dependent person and the person upon whom the dependent person is dependent were domiciled in South Carolina for at least three years immediately prior to the dependent person's enrollment. 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.

If a dependent or independent person has been domiciled in South Carolina for less than three years and his/her resident status changes between the time of acceptance and actual enrollment, the person may be allowed to pay resident fees the semester for which accepted and a grace period of one additional semester, provided the person was a permanent resident at least 12 months prior to acceptance for admission. If the person's resident status changes after he/she enrolls, the person may retain resident status for the continuation of the semester in which the person's resident status changed and for a grace period of one additional semester.

**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. registering to vote and voting in South Carolina elections;
2. obtaining a South Carolina driver's license, or if a non-driver, a South Carolina identification card;
3. obtaining South Carolina vehicle registration;
4. paying South Carolina income tax as a resident, including income earned outside South Carolina from the date residence is established;
5. existing principal residence in South Carolina;
6. existence of immediate family members in South Carolina;
7. having bank accounts or loans with banking institutions in South Carolina;
8. offer and acceptance of full-time employment in South Carolina;
9. 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 a 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. retain South Carolina voter's registration, vote by absentee ballot;
4. 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.

**Inquiries and Appeals.** Inquiries regarding residency requirements and determinations should be directed to the Residency Officer, Office of Admissions, USC Aiken, 471 University Parkway, Aiken, SC 29801. No other University personnel are authorized to supply information relative to residency requirements for tuition purposes.

Any person, following a final decision on residence classification, may make an appeal to the University Committee on Legal Residence. The committee, however, is bound by the same laws as the residency officer, so its purpose is only to review the facts and details of any case brought before it to evaluate the correctness of the decision made by the residency officer. Neither the committee nor the residency officer may waive the provisions of the law.

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



## FEES (2002-2003)

### General

<b>Application Fee</b> .....	<b>\$35.00</b>
<i>A one-time, non-refundable application fee is required of all students and must accompany the application.</i>	
<b>Matriculation Fee</b> .....	<b>\$50.00</b>
<i>A one-time fee for orientation, assessment, and placement testing for new undergraduate degree-seeking students.</i>	
<b>Reinstatement Fee</b> .....	<b>\$40.00</b>

### Tuition

<b>Full-Time Undergraduate Students</b> (12 semester hours or more)	
Resident .....	(per semester) <b>\$2,137.00</b>
Non-resident .....	(per semester) <b>\$4,492.00</b>
<b>Part-Time Students</b> (fewer than 12 semester hours)	
Undergraduate Resident .....	(per semester hour) <b>\$187.00</b>
Undergraduate Non-resident .....	(per semester hour) <b>\$395.00</b>
Graduate Resident .....	(per semester hour) <b>\$225.00</b>
Graduate Non-resident .....	(per semester hour) <b>\$587.00</b>
Graduate (certified teachers Resident) .....	(per semester hour) <b>\$205.00</b>
Graduate (certified teachers Non-resident) ..	(per semester hour) <b>\$231.00</b>
Graduate Assistant Resident/Non-resident .....	(per semester) <b>\$927.00</b>
<i>Graduate fees must be paid by graduate students whether the courses taken are graduate or undergraduate.</i>	

*Note: Students enrolled in courses at another USC campus will be required to pay the tuition and fees of that campus in addition to the USCA tuition and fees for USCA courses.*

### Other Required Fees

Technology Fee .....	(per semester for full-time students) <b>\$50.00</b>
<i>(per credit hour each semester for part-time students) <b>\$4.00</b></i>	
Health Services Fees .....	(per semester for full-time students) <b>\$15.00</b>
<i>(per credit hour each semester for part-time students) <b>\$1.00</b></i>	
Parking and Security Fee .....	(per semester) <b>\$10.00</b>
Summer .....	(per term) <b>\$5.00</b>
<i>This is a required fee of all students that includes a parking permit as well as security and parking lot maintenance.</i>	
Applied Music Fee .....	(per course) <b>\$70.00</b>
<i>This fee is required for students enrolled in private music instruction.</i>	

### Audit Fee

Resident .....	(per semester hour) <b>\$187.00</b>
Non-resident .....	(per semester hour) <b>\$395.00</b>

### 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.

### Other Fees

#### Housing

Pacer Downs .....	(per semester, per student) <b>\$1285.00</b>
<i>Includes basic phone service, basic cable, and up to \$85.00 per month, per apartment in utilities.</i>	

### Meals

All Pacer Downs residents will be required to purchase a meal plan. Other students may choose from any plan.

Seven meals per week .....	(per semester) <b>\$605.00</b>
Ten meals per week .....	(per semester) <b>\$745.00</b>
Seventeen meals per week .....	(per semester) <b>\$825.00</b>
Declining balance (Sophomore, Juniors, & Seniors only) .....	(per semester) <b>\$750.00</b>
Declining balance (Juniors and Seniors only) .....	(per semester) <b>\$335.00</b>
Pacer Cards (Cash Cards) .....	(per card) <b>\$36.00</b>

### Health Insurance (optional)

#### 2002-2003

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.sa.sc.edu/tshc/student\\_healthinfo.htm](http://www.sa.sc.edu/tshc/student_healthinfo.htm) for more information on the plan, and eligibility and enrollment information. You may also visit the General Agent's website at [www.studentinsurance.com](http://www.studentinsurance.com).

### Other Fees

Replacement identification card .....	<b>\$25.00</b>
Replacement fee receipt .....	<b>\$5.00</b>
Transcripts (per copy) .....	<b>\$5.00</b>
<i>Transcripts are obtained through the Office of the University Registrar at USC Columbia, S.C. To contact the Office of the University Registrar, please call (803)777-5555.</i>	

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

### Fines

Late Registration .....	(per day) <b>\$5.00</b>
<i>(after prescribed registration date)</i>	
<i>After late registration there will be a \$40 reinstatement fee in addition to all other fees (see Fees above).</i>	
Bad Checks (check returned by bank for any reason) .....	<b>\$25.00</b>
<b>Library</b>	
Overdue Materials .....	(per day, per item) <b>\$0.25</b>
<i>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.</i>	
Overdue Reserve Materials .....	(per day, per item) <b>\$1.00</b>
<i>no maximum</i>	
Lost Materials .....	(minimum) <b>\$43.00</b>
<i>plus current overdue fine</i>	

### Parking Fines (Bonds)

Parking improperly .....	<b>\$5.00</b>
Parking decal or permit not displayed .....	<b>\$5.00</b>
Parked in no parking area .....	<b>\$10.00</b>
Parked in loading or service zone .....	<b>\$10.00</b>
Blocking (sidewalk, driveways) .....	<b>\$15.00</b>
Parked at fire plug; in fire lane .....	<b>\$25.00</b>
Parked on grass (except as authorized) .....	<b>\$10.00</b>
Parking in reserved space .....	<b>\$5.00</b>
Failure to register .....	<b>\$10.00</b>
Parking in handicap or blocking handicap space/curb cut .....	<b>\$50.00</b>
Parking on yellow curb .....	<b>\$10.00</b>
Speeding on campus .....	<b>\$40.00</b>

## REFUND POLICIES

Refund policies for academic tuition and fees are outlined below:

The University will refund a part of academic fees in certain cases.

- A. Changes in a student's status which require a refund:
  1. changes in a full-time student's schedule which results in reclassification to part-time.
  2. changes in a part-time student's schedule which results in fewer credit hours.
- B. Situations which require a refund:
  1. course or courses dropped.
  2. withdrawal from the University.
  3. cancellation of a class by the University.

### Refund Requests

All requests for refunds must be made during the academic year for which the fees were paid. The academic year begins with the fall term and ends with the last summer session (Summer II). Refunds may be requested at any time during the academic year in which the applicable term occurs.

## WITHDRAWAL REFUND POLICIES

### Standard Refund Procedures For Withdrawal From The University

- A. 100% refund of the charges, if the student's **official withdrawal date** is by the end of the first week of classes of a sixteen (16) week session.
- B. 90% refund of the charges if the student's **official withdrawal date** is between the period specified in (A) or before the end of the 10% period of enrollment for which the student was charged.
- C. 70% refund of the charges if the student's **official withdrawal date** is between the period specified in (B) or before the end of the 16% period of enrollment for which the student was charged.
- D. 50% refund of the charges if the student's **official withdrawal date** is between the period specified in (C) or before the end of the 25% period of enrollment for which the student was charged.
- E. 25% refund of the charges if the student's **official withdrawal date** is between the period specified in (D) or before the end of the 50% period of enrollment for which the student was charged.

### Summer Sessions and Other Shortened Sessions

Adjusted refund schedules are printed in the *Schedule of Classes* booklet and are available in the Registrar's Office.

### Determining the Refundable Portion Procedure

The refund is for the portion of the tuition, fees, room, board, and other charges assessed the student under the control of the University equal to the portion of the period of enrollment for which the student has been charged that remains on the withdrawal date, less any unpaid amount of a scheduled cash payment for the period of enrollment for which the student has been charged. Fees such as health, technology and parking are refunded only during the 100% withdrawal period.

### Refund Distribution

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

## Refund Schedules

Refund schedules are printed in the *Schedule of Classes* booklet for each session.

### Appeals Process

An appeals process exists for students or parents who believe that individual circumstances warrant exceptions from published policy.

**The Withdrawal Appeals Committee reviews and acts on all appeals.**

Address appeals to Withdrawal Refund Appeals Committee, Assistant Chancellor for Enrollment Services, USC Aiken, 471 University Parkway, Aiken, SC 29801.

### Policy on the Return of Title IV Funds

Federal financial aid 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 law requires the University of South Carolina Aiken to calculate the percentage and amount of "un-earned" financial aid funds that must be returned to the federal government. Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funding received. *This calculation may have the effect of requiring the student to repay funds that have already been disbursed to the student or credited towards their current account for tuition, fees, housing and/or meals.* Students are encouraged to meet with a counselor in the Financial Aid Office prior to making the decision to withdraw from school.

Students who have received federal student loans or other forms of financial aid, rebates will be refunded in the order prescribed by federal regulations: first to the Unsubsidized Federal Stafford and to Subsidized Federal Stafford loan, if any; then to Federal Perkins loan; next to Nursing Student loan, then to any other Federal, State, private or institutional scholarship and loans; and, finally, any remaining balance to the student.

Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford, Perkins, OR NSL loans. These student should contact the Financial Aid Office (803-641-3476) to determine where to go for the interview.

Refunds are not made to students or parents until all institutional financial obligations for the period has been canceled or repaid in full.

Standard refunds are calculated on all students who withdraw from the university regardless of funding sources.

## DROPPED COURSES -

## REFUND PROCEDURE

A percentage of fees will be refunded for course(s) dropped within two weeks (fall, spring and summer) after the first official day of classes or within an equivalent period for other courses. No refund will be made thereafter.

### Fall and Spring Semesters

Circumstance:

- A. Course dropped before the end of the late registration period - 100%.
- B. Course dropped from the end of the late registration period until two weeks after the beginning of the semester - 70%.

## Summer Terms

Circumstance:

1. Course dropped before the end of the late registration period - 100%.
2. Course dropped before the end of the late registration period until one week after the beginning of the term - 40%.
3. Course dropped between one and two weeks after the beginning of the term - 25%.
4. Course dropped more than two weeks after the beginning of the term - none.

## Other Shortened Sessions

Adjusted refund schedules are printed in the *Schedule of Classes* Booklet and are available in the Registrar's Office.

## UNIVERSITY WITHDRAWAL REFUND APPEAL PROCEDURES

The University Withdrawals Refund Appeal Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due process considerations. Guidelines for committee consideration of withdrawal appeals:

1. The appeal must be submitted in writing to the Assistant Chancellor for Enrollment Services and will be considered only in written form.
2. All requests for appeal must be submitted directly by the student and must meet one or more of the following criteria to be considered and approved by the appeals committee:
  - a) Documentation of an accident, illness, injury, or incident which could not be influenced, predicted, planned for, or prevented by the student or the institution. This provision specifically excludes conditions or chronic illnesses known to the student or the student's family.
  - b) Demonstration that the application of the published refund policy would result in a specific and substantial personal hardship to the student. This provision specifically excludes circumstances or effects which would simply inconvenience the student or the student's family.
  - c) Documentation of substantiated 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.
3. The appeal must be initiated during the semester for which the refund is requested.
4. The appeal must involve a total withdrawal from the University. No partial withdrawals will be considered.
5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members and the college or school. If applicable, requests for Extenuating Circumstances Withdrawals for grade change purposes must be resolved prior to deliberation by this committee.
6. Grounds for consideration of an appeal will be restricted to only those circumstances personally experienced by the enrolled individual with whom the University has a direct relationship. Loss or illness of a family member, close associate, or employee, and/or difficulty in family operated businesses are excluded from consideration.
7. The student will be informed of the outcome of the appeal by letter from the Assistant Chancellor for Enrollment Services.

# Financial Aid and Scholarships

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The general purpose of the USCA Financial Aid Office 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, our 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 institutions recruitment and retention efforts.

## GENERAL INFORMATION

The Office of Student Financial Aid at USCA 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 Financial Aid Office 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 Financial Aid Office to schedule an appointment. Below is a description of each category of financial assistance available at USCA:

**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.

**Entitlements** are awards that are not necessarily need based in nature nor do they have repayment requirements. Eligibility for most entitlements is based on certain special qualifications and circumstances.

More detailed information about the various financial assistance programs can be found in the USCA Financial Aid Brochure.

The USCA 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 principals, counselors, parents, and students understand the goals of the financial aid program at USCA.

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. USCA 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, USCA will consider the following factors affecting the family's financial strength: income, assets, number of dependents, certain debts, retirement needs, etc. 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 USCA, 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 USCA.
6. Financial assistance received from any source that is not included in the award letter must be reported to the Financial Aid Office at USCA. This must be done even if the extra financial assistance has been reported to some other office at USCA. Failure to report extra financial assistance could harm a student's chances of receiving financial assistance in the future.
7. **The Financial Aid Office has established March 15<sup>th</sup> as the priority date for receipt of The FAFSA Information.** Applications received after that date will be considered, but only if funds are available.
8. USCA 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, scholarships, entitlements, b) loans, and/or c) 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. Conditions of awards will be included with the award letter.
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 registration period). The USCA Finance Office will apply the award(s) to your student account as appropriate.
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, feel free to contact the Financial Aid Office at USCA for additional clarification.
12. USCA students taking classes at the Beaufort, Sumter, and Salkehatchie campuses should contact the USCA Financial Aid Office concerning the method of disbursement 60 days prior to the begin date of the academic term(s).

## Satisfactory Academic Progress

On the basis of federal regulations, financial aid is awarded only to students who are meeting the USCA standards of satisfactory academic progress. These standards have been established to ensure that recipients of financial aid are making measurable progress toward the completion of degree requirements within a reasonable period of time. At the time he/she applies for financial aid and at the end of every major semester thereafter, the academic record of each financial aid applicant is evaluated for compliance with the standards described below.

Students are considered to be making satisfactory academic progress only if they are meeting all of the standards set forth in this policy. If a student fails to meet any particular standard or combination of standards, he/she will become ineligible for financial aid. Students are considered to be making satisfactory academic progress if they:

- A. are admitted and enrolled as degree-seeking students.
- B. meet the University standards for continued enrollment as specified in the Academic Regulations section of *The University of South Carolina Aiken Undergraduate and Graduate Programs Bulletin*.
- C. meet the maximum total enrollment and minimum earned hours stipulations specified below:

### 1. Maximum total enrollment

This assessment applies to all work attempted at any post-secondary institution. It is not limited to enrollment at USCA or to semesters in which financial aid is received. To be eligible for financial aid, a student's total enrollment must be within the applicable time limitation as follows:

- a. Students enrolled in a four year degree-granting program of study:  
The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any post-secondary institution does not exceed ten semesters.  
The total number of semesters of part-time enrollment (fewer than 12 semester hours attempted) at any post-secondary institution does not exceed the equivalent of ten full-time semesters.  
The total number of full-time and part-time semesters combined does not exceed the equivalent of ten full-time semesters.
- b. Students enrolled in a two year degree-granting program of study:  
The total number of semesters of full-time enrollment at any post-secondary institution does not exceed the maximum number of semesters established for the program of study in which the student is enrolled (as indicated below).  
The total number of semesters of part-time enrollment at any post-secondary institution does not exceed the full-time equivalent of the maximum number of semesters established for the program of study in which the student is enrolled (as indicated below).  
The total number of full-time and part-time semesters combined does not exceed the full-time equivalent of the established maximum.  
The semester maximum for the two-year Associate of Science in Nursing at USCA (based upon information provided by the School of Nursing) is 6 semesters.

### 2. Minimum earned hours

To be making satisfactory progress, a student must earn a minimum number of semester hours each year, based upon his/her enrollment status. Each period of enrollment included in the student's record is assessed. This assessment is not limited to semesters in which financial aid is received. To be eligible for financial aid, a student must:

- a. earn no fewer than 24 semester hours of undergraduate credit per academic year if enrolled as a full-time student (12 or more hours attempted per semester).
- b. earn no fewer than 18 semester hours of undergraduate credit per academic year if enrolled as a three-quarter time student (9-11 hours attempted per semester).

- c. earn no fewer than 12 semester hours of undergraduate credit per academic year if enrolled as a half-time student (6-8 hours attempted per semester).

Summer session enrollment is not assessed in the determination of a student's total semesters of enrollment. However, semester hours earned during summer sessions are assessed with regard to the student meeting the minimum earned hours requirement. Therefore, a student who is not meeting the minimum earned hours requirement may restore his/her record to compliance with this standard through summer session enrollment at USCA or approved transient work at another USC system school. If a student who has been deemed ineligible successfully changes his/her standing relative to this policy, it is the responsibility of the student to notify the Financial Aid Office of this change. Otherwise, the student's financial aid file will remain in an inactive status.

A student whose total number of credit hours earned is not greater than three hours below the minimum number of credit hours required for that student shall be allowed to receive student financial aid for two consecutive major semesters following this determination. At the conclusion of this probationary period, the student must meet the University's non-probationary Satisfactory Academic Progress Standards in order to receive further student financial aid. This probationary standard will never be applied more than once for any student.

Students who are determined to be ineligible for federal financial aid under this policy may appeal this determination under specifically prescribed conditions. Such appeals are subject to all applicable deadlines. Detailed information regarding the appeal process can be obtained from the Financial Aid Office.

The standards set forth in this policy apply to all federal financial aid programs including grants, loans, and work funds. These standards will be applied to any determination or certification of satisfactory progress standing.

USCA has an established Academic Forgiveness Policy. When reviewing satisfactory academic progress for a student who has been granted Academic Forgiveness in consultation with the Scholastic Standing and Petitions (SS&P) Committee, the Financial Aid Office insures that the monitoring complements the SS&P policy and is in compliance with Title IV satisfactory academic progress regulations.

## ACADEMIC SCHOLARSHIPS

### USCA Scholarships

USCA has a number of established scholarships. The number of scholarships is increasing in proportion to the enrollment growth of the campus. Scholarship awards are primarily based on academic merit and require a separate application due on February 1<sup>st</sup> of each year.

### South Carolina LIFE Scholarship

House Bill 4535, Legislative Incentives for Future Excellence (LIFE) Scholarships, was approved by the South Carolina General Assembly during the 1998 legislative session and signed into law by the Governor in June 1998. This Bill authorizes funding for scholarships in the amount of \$3,000 to eligible students attending four-year public and independent colleges and universities in SC. Eligible students attending two-year SC public or private institutions may receive the cost of tuition and fees for 30 credit hours/year.

Initial Enrollment:

- Must have graduated from high school with a minimum 3.0 cumulative grade point average on a 4.0 scale (weighted or unweighted). The GPA must be calculated after the student has officially graduated.
- Students graduating in 2002 must have an SAT score of 1100 or ACT score of 24. Students entering college in a year different than the high school graduation year must meet the established SAT/ACT score requirement for the year they graduated from high school.

#### Continuing Students:

- Must earn an average of 30 credit hours for each academic year (Fall, Spring, Summer) equaling a minimum of 30 credit hours if a rising 2<sup>nd</sup> year student, 60 credit hours if a rising 3<sup>rd</sup> year student, or 90 credit hours if a rising 4<sup>th</sup> year student.
- Must earn a 3.0 cumulative grade point average by the end of the academic year (Fall, Spring, Summer).

#### All Students:

- Must have graduated from high school or completed a home school program as prescribed by Law on or after May 1995;
- Must enroll in an eligible institution within 2 years and three months of high school graduation;
- Must attend an eligible South Carolina public or private college or university;
- Must be a legal resident of the State of South Carolina;
- Must not have been convicted of any felonies or alcohol/drug related convictions;
- Must be a U.S. Citizen or a permanent resident;
- Must be a full-time degree seeking undergraduate student;
- Must not be a Palmetto Fellows recipient;
- Must not be in default, owe a refund or repayment on Federal or State financial aid.

Eligibility lost may be regained by meeting eligibility requirements in the next award year.

**LIFE Scholarship eligibility criteria is based on current SC law. Any and all portions of this information are subject to change by the SC General Assembly without notice.**

## GRANTS

### Federal Pell Grant

Students may apply for a Federal Pell Grant if they are enrolled in a program of study which is six months in length or longer and have not already earned a bachelor's degree. Eligibility is determined by the U.S. Department of Education. To apply for a Federal Pell Grant, students should complete a FAFSA. You may use the paper FAFSA or the electronic FAFSA (FAFSA on the Web). You will receive notification of eligibility within six weeks. The amount of the award will be based on the determination of eligibility and the cost of attendance at USCA.

### Federal Supplemental Educational Opportunity Grant

Using funds provided by the federal government, the University makes Federal Supplemental Educational Opportunity 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, you must complete the FAFSA. Funds in this program are very limited and are awarded to students with the greatest financial need.

### South Carolina Need-based Grant

The South Carolina General Assembly created a South Carolina Need-based Grant Program beginning with the 1996-97 academic year. 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 USCA, 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) Form.
- Be a legal resident of the state of South Carolina;
- Be enrolled as a full-time undergraduate student seeking your first undergraduate degree.
- Be making satisfactory progress as defined in the "Terms and Conditions" brochure provided with your initial financial aid award letter and maintain a minimum 2.0 grade point average.
- Register for 12 semester hours for the 2002 fall semester and 12 semester hours for the 2003 spring semester to receive the SC Need-based Grant. If you are not registered as a full-time student at the end of the 100% refund period for the 2002 fall semester, the grant will be withdrawn for the academic year.
- Complete a minimum of 24 semester hours in the fall and spring semesters to be eligible to receive the grant for the subsequent year. Hours earned during the summer cannot be used to make-up the required 24 minimum hours.
- Certify that he or she has not been convicted of any felonies, has not been convicted of any alcohol or drug-related misdemeanor offenses within the past academic year, and is of good moral character by submitting a signed affidavit to the financial aid office.
- Certify that he or she does not owe a refund or repayment on a State Grant, Pell Grant or a Supplemental Educational Opportunity 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. USCA 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 USCA students. The salary is at least equal to the current minimum wage. You 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 11 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 Stafford Loan Program (subsidized)

The Federal Stafford Loan Program (subsidized) provides low-interest (variable-capped at 8.25%), long-term loans to eligible students through lenders outside the University. The Federal Stafford Loan program provides loans up to \$2,625 for the first year of undergraduate study, \$3,500 for the second year, and \$5,500 per academic year for upperclassmen. The aggregate limit for undergraduate Federal Stafford Loans is \$23,000. This total includes the Unsubsidized Federal Stafford Loan. Graduate students may borrow up to \$8,500 per year, not to exceed the \$65,500 aggregate limit for both undergraduate and graduate. Repayment does not begin nor does interest accrue until six months after enrollment drops below half-time (6 semester hours). The repayment period may be as long as 10 years, depending on the amount borrowed.

## **The Federal Stafford Loan Program (unsubsidized)**

The Federal Stafford Loan Program (unsubsidized) provides low-interest (variable-capped at 8.25%), long-term loans to eligible students through lenders outside the University. The Unsubsidized Federal Stafford Loan program provides loans up to \$2,625 for the first year of undergraduate study, \$3,500 for the second year, and \$5,500 per academic year for upperclassmen. The aggregate limit for undergraduate Federal Stafford Loans is \$23,000. This total includes the Subsidized Federal Stafford Loan described in this bulletin. Graduate students may borrow up to \$10,000 per year, not to exceed \$73,000 aggregate limit for both undergraduate and graduate. Interest begins to accrue and may be payable upon disbursement of funds; however, principal payments begin six months after enrollment drops below half-time. The repayment period may be as long as 10 years, depending on the amount borrowed.

The Unsubsidized Federal Stafford Loan program provides increased annual maximums for independent students up to \$6,625 for the first year of undergraduate study, \$7,500 for the second year, and \$10,500 per academic year for upperclassmen and \$18,500 for graduate students.

## **Federal Perkins Loan Program**

Federal Perkins Loan Program provides low-interest (5%), long-term loans to eligible students. The USCA program provides up to \$3,000 per academic year, not to exceed \$15,000 for the completion of undergraduate study. For first time borrowers, repayment does not begin nor does interest accrue until 9 months after you have ceased to be enrolled at least half-time. Repayment for previous borrowers will begin six months after ceasing at least half-time enrollment. Minimum payments of \$120 per quarter (\$40 per month) are required, and you may have up to 10 years to repay, depending on the amount you have borrowed. Under certain circumstances, you may be eligible to cancel or defer some repayment.

## **Federal Parent Loan for Undergraduate Students (PLUS)**

Federal Parent Loan for Undergraduate Students (PLUS) provides long-term loans to parents for their dependents through lenders outside the University. 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 Stafford Loan. Sixty days after disbursement, parents begin repayment at a variable interest rate with a ceiling of 9%. PLUS 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. The lender will make the checks co-payable to the parent and the University and will mail the check to the school for endorsement.

## **South Carolina Teachers Loan Program**

South Carolina Teachers Loan Program provides loans in amounts up to \$2,500 for the first and second years of undergraduate study and \$5,000 per academic year for upperclassmen and graduate students. 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 you teach in both a critical subject and geographic area simultaneously, your 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 you apply will be honored for cancellation when you begin teaching; critical geographic areas must be deemed critical at the time of employment. If you decide not to teach, the interest rate shall be the rate on the Federal Stafford Loan plus 2%. This is a variable rate not to exceed 10.25% annually.

## **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 you teach in both a critical subject and geographic area simultaneously, your 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 you apply will be honored for cancellation when you begin teaching; critical geographic areas must be deemed critical at the time of employment. If you decide not to teach, the interest rate shall be the rate on the Federal Stafford Loan plus 2%. This is a variable rate not to exceed 10.25% annually.

## **ENTITLEMENTS**

### **Veterans Benefits**

The following policies and procedures are of primary concern to veterans, servicepersons, members of guard and selected reserves, and other eligible persons who receive VA educational assistance while enrolled at the University of South Carolina 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).

### **Enrollment Certification**

Certification by the USCA VA Certifying Official, located in the Office of the Registrar, Penland Administration Building, Room 108A, (803-641-3550) is required for eligible students who wish to receive VA educational assistance checks. Students must initiate their own requests for enrollment certification, as the Certifying Official processes certifications and other forms to the VA only for those students who have made such a request and completed the necessary paperwork.

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 USCA VA Coordinator for details. Only the federal VA has the final authority to award benefits to students in such admission categories.

All VA students who have earned college credit at another school or in another USC degree program are required to provide the USCA VA Certifying Official 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 veterans contact the Undergraduate Admissions Office (803-641-3366) for consideration of college credit for military schools.

Students can best ensure receipt of benefits by informing the school VA Coordinator, Office of the Registrar, Penland Administration Building, Room 108A, of their intent to register for classes and by supplying the number of credit hours for which they will enroll each semester. Students who are enrolled less than one-half time must request certification on a semester-by-semester basis. Eligible VA students should recertify for each new academic year at least 45 days in advance.

VA payments may be made only for those courses that are required by the academic department for the student's current degree program. All students receiving educational assistance checks from the VA are responsible for notifying the school VA Coordinator of changes in their

degree program and /or course load during a semester, including drop/add, withdrawal, audit status or involving pass/fail option in a course, or Distance Education enrollment, independent study, internship or practicum courses.

Benefits related information and forms are available from the University Veterans Affairs Coordinator, located in the Registrar's Office, Penland Administration Building, Room 108A. Each student request will be handled individually according to the VA benefit program and enrollment status at the University.

### **Vocational Rehabilitation**

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

### **H O W T O A P P L Y F O R F I N A N C I A L A I D**

1. Make application for admission to USCA. Financial aid is awarded only to students who satisfactorily complete the requirements for admission.
2. Submit the **Free Application for Federal Student Aid (FAFSA)**. Forms may be obtained from the high school guidance office or from the USCA Financial Aid Office.
3. After students have been formally accepted for admission, their requests for aid will be considered. Official award notices will be made in May for the academic year, near November 1 for spring semester only, and near May 1 for the summer terms.
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 USCA Financial Aid Office by the established deadline. These applications are available by March 1 of each year.

Financial aid is important to USCA students. Funds are limited, but available. The key to receiving aid is to know what has to be done, when to do it, and how to do it correctly.



# Academic Regulations

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As the chief governing body of the University, the Board of Trustees delegates the powers of 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 curricular degree requirements, course offerings and all academic regulations, at any time when in the judgment of the faculty, the President or the Board of Trustees such changes are for the best interest 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 both 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 *USCA 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 of Use of Alcohol and Drugs by Students
3. University Policy on Campus Solicitation

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements for the particular degree set forth in the *USCA Bulletin* in force at the time of the student's initial enrollment, or any subsequent *USCA Bulletin*, provided the student has not been absent from active enrollment at USCA for a period exceeding three years (thirty-six months). However, a student is restricted in his/her choice of requirements to one specific *USCA Bulletin*. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific *USCA 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, shall have the right to continue under the *USCA Bulletin* in effect at the time of the original enrollment. Alternatively, the student may elect the degree requirements set forth in the *USCA Bulletin* in effect at the time of re-enrollment.

When a student has been absent from enrollment at USCA 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 *USCA Bulletin* in force at the time of re-enrollment or any subsequent *USCA 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.

If drastic revisions of curricula or program requirements have occurred during a student's absence (even if for less than three years), or during the period between the student's original enrollment and his or her eventual movement to a different degree program or campus within the University, a reasonable effort will be made by the Vice Chancellor for Academic Affairs to permit the student to undertake transitional course work that is equivalent to the educational experience intended under the *USCA Bulletin* in force at the time of the student's original enrollment.

## RIGHT OF PETITION

Undergraduate students who consider that they are entitled to relief from or deviation in the academic regulations regarding admissions or academic progression at the University should apply to the USCA Scholastic Standing and Petitions Committee. A student's petition for a modification of academic regulations must be submitted with an evaluation by the department chair/school head. A student shall be allowed only one appearance on the basis of a documented petition. Should a student's appeal be denied by the committee, the student's appeal should then be directed to the Vice Chancellor for Academic Affairs. This final response may be reviewed by the Chancellor, who is the CEO of the campus and whose response shall be final.

Graduate students who consider that they are entitled to relief from or deviation in 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 should apply to the USCA Graduate Council for approval. Should a student's appeal be denied by the council, the student's appeal should then be directed to the Vice Chancellor for Academic Affairs.

Students enrolled in USCA 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 Vice Chancellor for Academic Affairs at Aiken and a subsequent appeal to the USC Aiken Chancellor may be made.

## ACADEMIC AFFAIRS

The office of the Vice Chancellor of Academic Affairs has for its mission to provide supervisory authority to two colleges and three professional schools and the units therein, to four academic centers, to the library and to academic support and academic assessment.

- To assign instructional responsibilities through unit heads;
- To recruit faculty;
- To recommend promotions and tenure and post-tenure decisions and recommend salary increases for faculty and associated academic staff;
- To oversee the academic budgets and recommend priority areas for increases;
- To work with faculty governance committees;
- To promote excellence in academic programs by recommending program and curriculum changes and guiding them through external review by board and commission;
- To promote professional development of faculty;
- To review faculty performance annually.

## GRADUATE PROGRAMS

Information and policies regarding the Master of Education Degree in Educational Technology may be found on page 142, the Master of Education Degree in Elementary Education on page 137, and the Master of Science Degree in Applied Clinical Psychology on page 145.

## BACCALAUREATE DEGREES

### GENERAL EDUCATION REQUIREMENTS

The general education requirements provided below address the following goals of the USCA mission statement:

- Thinking critically and analytically, questioning, searching out concepts;
- Communicating effectively using numerical, notational, verbal, and other symbolic systems;
- Appreciating cross-cultural perspectives;
- Exploring values openly and critically;
- Finding and examining relationships among disciplines, concepts, and areas of study.
- Developing depth of knowledge within chosen fields of interest.

They 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 encouraged to explore many disciplines to appreciate the common concepts and goals shared across the disciplines. Students should conduct all their inquiry in an ethical manner and work with honesty toward these goals.

<b>1. General Education Requirements</b> .....	<b>50-52</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>21-23</b>
1. English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
2. Math/Statistics/Logic .....	6
3. Applied Speech Communication <sup>3</sup> .....	3
4. Foreign Language <sup>4</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>5</sup></b> .....	<b>29</b>
1. Natural Sciences .....	8
Biology, Chemistry, Physics, Geology, Astronomy (2 labs)	
2. Social and Behavioral Sciences (at least two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
3. Humanities (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Foreign Language (200 level and above), Communications (last two digits in 50s or 60s)	
4. History of Civilization (AHST 101 or AHST 102) .....	3
5. American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.

<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440. Some majors may require a specific course so students should consult requirements for their major.

<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>5</sup> At least 3 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.

**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, foreign language (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 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 foreign language courses that focus on learning to speak and write a different language at an elementary level, are not considered part of the humanities requirement.

**The following courses meet the Humanities general education requirement:**

**Art History (AARH):** 105, 106, 206, 250, 251, 312, 335, 397, 398

**Communications (ACOM):** 351, 353, 450, 462

**English (AEGL):** 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 389, 390, 391, 393, 394, 401, 407, 408, 409, 411, 412, 415, 416, 417, 419, 423, 424, 425, 426, 427, 428, 430, 431, 434, 435, 449, 474, 483, 484, 491, 494

**Foreign Languages and Literatures:**

**Foreign Languages (AFOR):** 395

**French (AFRE):** 201, 202, 388, 395, 398, 399

**German (AGER):** 201, 202, 395, 397, 398, 399

**Italian (AITL):** 201, 395, 398

**Latin (ALAT):** 395, 399

**Spanish (ASPA):** 209, 210, 216, 217, 301, 302, 304, 305, 309, 310, 325, 388, 397, 399, 426, 427, 488, 498

**History:** All History courses. **Note:** If AHST 101 or AHST 102 is used towards the History of Civilization requirement, the same course cannot count as the Humanities requirement. Also, if AHST 201 or AHST 202 is used towards the American Political Institutions requirement, the same course cannot count as the Humanities requirement.

**Humanities (AHUM):** 107, 201, 202, 211, 301

**Music (AMUS):** 173, 175, 371, 372, 373, 391, 393

**Philosophy (APHL):** 102, 108, 211, 302, 303, 304, 311, 390, 399

**Religion (AREL):** 101, 103, 301, 302, 390, 399

**Theatre (ATHE):** 161, 361, 362

**Non-Western World Course Definition:** A non-Western world studies course is any course which focuses substantially on the culture of the 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, Poland, Greece). 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) would 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**

- AARH 251 History of Oriental Architecture (3)
- AARH 397 Topics in Non-Western Art History (3)

#### **Anthropology**

- AANP 102 Understanding Other Cultures (3)
- AANP 315 Peoples of the Indian Subcontinent (3)
- AANP 352 Anthropology of Magic and Religion (3)
- AANP 490 Topics in Anthropology (3)

#### **Communications**

- ACOM 450 Intercultural Communication (3)

#### **English**

- AEGL 291 Introduction to Non-Western Literature (3)
- AEGL 435 African and African-American Literature (3)

#### **Foreign Language**

- AFRE 388 Selected Non-Western Topics in Translation (3)
- ASPA 302 Survey of Latin American Literature (3)
- ASPA 305 Latin American Culture (3)
- ASPA 325 Hispanic Cultures and Identities (3)
- ASPA 388 Selected Non-Western Topics in Translation (3)
- ASPA 397 The Latin American Film Experience (3)
- ASPA 426 Afro-Hispanic Literatures (3)
- ASPA 427 Literature of Social Protest (3)
- ASPA 488 Selected Non-Western Topics (3)

#### **Geography**

- AGRY 102 Geography of the Developing World (3)
- AGRY 427 Geography of East Asia (3)

#### **History**

- AHST 361 Early Latin America (3)
- AHST 362 Modern Latin America (3)
- AHST 366 Modern East Asia (3)
- AHST 423 History of Mexico (3)
- AHST 492 Non-Western Topics (3)

#### **Music**

- AMUS 175 World Music (3)

#### **Political Science**

- APLS 101 Global Politics (3)
- APLS 103 Non-Western Politics (3)
- APLS 330 International Organization (3)
- APLS 487 Politics and Governments of Africa (3)
- APLS 488 Politics and Governments of Latin America (3)
- APLS 492 Non-Western Topics (3)

#### **Religion**

- AREL 103 Comparative Religion (3)

#### **Sociology**

- ASCY 310 Social Demography (4)
- ASCY 315 World Population: Problems and Policies (3)

**Note: Individual major degree programs may require specific courses within each grouping category and may add requirements, but may not be less restrictive in general education requirements.**

Please also see the sections of the *USCA Bulletin* describing the major programs of study, as general education requirements may be specific to them.

### **Program of Study**

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

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

Under current regulations, students who 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 do not test into AMTH 108 on the mathematics placement test, must meet this proficiency within their first 30 hours.**

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

### **Freshmen**

Students are not required to select a major upon admission to the university. The college experience provides an opportunity for exploration of many disciplines and fields of study.

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

Some programs require special admission prior to the junior year.

### **Degree Audit Reporting System (DARS)**

The Degree Audit Reporting System (DARS) is an advising tool used to produce student degree audit evaluations and to assist with transfer evaluations. Beginning in the Fall of 2002, advisors may use DARS to review a student's degree requirements. The individual degree audits will show the student's progress by indicating what requirements have been fulfilled and what requirements are still needed. DARS is a new system with only the 2001-2002 and the 2002-2003 bulletin year degree requirements having been programmed; therefore, only the students using the above two bulletins can receive the full benefits of DARS.

## **GENERAL INFORMATION**

### **Name Changes**

Forms for changing a name are available in the Registrar's Office. After producing proof of name change, the student completes the form. A driver's license is not a valid document.

### **Address Updates**

The Registrar's Office also has the forms necessary for updating a student's address. Grades and other items such as tuition bills and registration information are sent to a student's permanent address. General items are sent to the local address.

It is the obligation of every student to notify the Office of the Registrar of any change in name or address. Failure to do so can cause serious delay in the handling of student records and in notification of emergencies at home.

### **Publications**

Each semester students are urged to become familiar with the University's Academic Calendar. This is always published in the *USCA Schedule of Classes Booklet* for that semester. It is each student's responsibility to know the last day to add or drop a class, when exams are scheduled and other such important dates as published in the calendar.

The Registrar's Office also sends all currently enrolled students a newsletter each semester called *From the Registrar's Desk*. The newsletter is used as a reminder of dates on the academic calendar and to explain any new procedures that may be implemented in the Registrar's

Office. Students are urged to read each newsletter.

## Indebtedness

It is expected that every student will 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 Finance 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.

## 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 issued by the Treasurer for payment of current academic fees. USC Aiken offers the Visual Information Processing (VIP) as a means of registration. The Visual Information Processing (VIP) can also be used to access grades, view your current class schedule, review fees, check for your registration appointment time, update your address, and change your PIN.

Certain academic advisors have been trained to register students via Faculty Desktop Registration (FDR).

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 there will be a \$40 reinstatement fee in addition to all other fees.

## Proxy Registration

Enrollment by proxy is allowed provided the student has been advised and has supplied his/her proxy with the necessary tuition and fees.

## Academic Advisement

Students are responsible for seeing that they complete all requirements for their degree. The department faculty in the major and advisors are responsible for evaluating progress toward the degree and interpreting and applying major requirements. Normally students will be able to progress by accepting the advice of their academic advisor, a faculty member in the field in which the student intends to major. Undecided students are advised by a special group of advisors; degree seeking students must have an advisor.

**Transient and non-degree students** will not be assigned advisors but may consult with the Director of the Advisement Services Office about courses. Non-degree students wishing to take a mathematics or English course **must** take a placement test. To register, non-degree students must have a signed waiver available from the Advisement Services Office. The Director of the Advisement Services Office will handle questions and problems with advisement.

## Auditing

Auditing a course consists of attending classes and listening without actively participating in the class. An auditor 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.**

The request for the privilege of auditing a course should be made to the instructional department concerned and should be for a specified semester. **The applicant must complete the prescribed procedure for enrollment through the Registration Center prior to the last day to add a class for that semester.** A student must have been admitted to the University to be eligible for auditing a course. **If a student decides to take the course for credit, he/she may change from audit to credit by the last day to change a schedule for that semester.** Auditors who are not enrolled as full-time students will be charged the current hourly rate per credit hour.

## Pass/Fail Option

Students may elect to take one or more courses (free electives) under the Pass/Fail option each semester. (See Grading System for all regulations pertaining to Pass/Fail on page 38.) A Pass/Fail Option form must be completed and returned to the Registrar by the last day 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 is not affected by a course taken Pass/Fail.

## Repetition of Course Work

Students may repeat courses they have failed or passed. 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 Load

**To graduate within a normal period of time, a student should earn a minimum of 15 credit hours per semester in academic studies.** A normal full-time academic load usually is considered five (5) academic subjects carrying 14-17 credit hours.

**To register for 18 hours or more, students must obtain course overload approval from the school head/department chair in which they are enrolled.** This overload permission is required even if part of the course load is on an audit basis. A continuing student must also have earned at least a GPA of 3.0 for the preceding semester's work (minimum of 12 semester hours). New students are eligible for 18 hours or more if they have a total score on the SAT of 1000 or higher. All students wishing overload permission must obtain approval from their advisor and school head/department chair on a "Course Authorization" form available from the advisor or school head/department chair. Students with low GPA's or SAT's may be urged to take no more than four courses by their advisors.

## Course Numbering

Courses numbered from 101 to 599 are available at different levels 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.

The elements of the course descriptions are as follows:

1. **Academic discipline.** Course descriptions are arranged alphabetically by discipline. The four-character abbreviation is the acronym used for course registration and all academic records.
2. **Course number and title** appear in bold type. If a course is either deleted or changed in such a manner that it becomes a different course, the departmental course number that it had may not be used for any other course for a period of eight years.
3. **Crosslisting.** In the case of courses which are offered in an identical form by two or more divisions or disciplines, all other listings by which they may be identified appear in parentheses between the course title and statement of hour credit. An equality sign [=] indicates such equivalencies.
4. **Credit hours.** The numeral in parentheses indicates the number of semester credit hours awarded for successful completion of a 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 credits 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.
5. **Prerequisites.** Any necessary prerequisites or corequisites, indicated by the abbreviations "prereq" and "coreq," are given in parentheses after the statement of credit hour.

## Correspondence Courses

Undergraduates may receive credit for only those correspondence courses taken through the Office of Independent Learning located on the Columbia campus. Students may request permission to enroll in such courses with the Request to Earn Credit Through Special Enrollment form available from the Registrar's Office. The student **must** get the advisor and department chair/school head to sign the form and return the bottom copy to the Office of Independent Learning with the application card. (Booklets describing all correspondence courses and how to enroll in them are available from the Registrar's Office). Since such courses are part of the USC system, they are calculated into the GPA; however, for purposes of graduation with honors, they are not used as part of the minimum number of hours in residence.

## Independent Studies

Advanced students may be afforded the opportunity to study independently a topic not covered in other courses, under the guidance and supervision of a professor, generally under a 399 course number. In unusual circumstances (such as inability to schedule a required course in a regularly scheduled offering), a student may be able to arrange with a professor to take other courses 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 Records Office. This contract is completed by the instructor and the student; approved by the advisor, department chair/school head; students then 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.** The usual deadlines and 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 may not be counted toward general education requirements.**

## Telecommunications Courses

Each semester various courses are offered either as closed circuit courses to be viewed at the University or open circuit courses to be viewed in homes on local S.C. ETV channels and by audio/videocassettes. To enroll in a telecommunications course, the student must obtain permission from his/her advisor on an advisement form and have the information entered in the Registration Center. The same dates and grading system apply to these courses.

A brochure describing each semester's offerings is available from the office of Continuing Education.

## Remedial Courses

The University no longer offers courses deemed remedial in nature. Students who do not place into AMTH 108 or above will be contacted by the Director of the Advisement Services Office and be given information concerning their status and what the University can offer to improve those skills. Likewise, those students who previously attempted a remedial math class and did not pass or those students who already know they did not place into AMTH 108 or above should contact the Director for information concerning their status and what is available to them.

The Advisement Services Office is located in 108E of the Penland Administration Building.

## Concurrent and Transient Enrollment

Concurrent enrollment means attending USCA **and** another USC campus or another college at the same time. Transient enrollment means **leaving** USCA 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. The student's advisor and department chair/

school head must sign the form after which the form is returned to the Office of the Registrar where the form is processed. Students enrolling 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) **Concurrent or transient enrollment outside the USC system within a student's last thirty hours is possible only after approval has been given on an Academic Petition. Students should allow approximately four weeks for all approvals on such petitions.**
- 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 USCA as "hours earned" only; therefore, they are not calculated into the GPA and have no bearing on suspension or probation.**

USCA students who obtain credits as **transient/concurrent students** at other institutions must have an official copy of their transcript from that college sent to the Office of the Registrar at USCA.

## Transient/Concurrent Study at USCA

Students from another USC campus must obtain permission from their advisor or college dean/school head to take courses at Aiken by completing a Request to Earn Credit Through Special Enrollment. Many times, these students may register on their home campus for Aiken courses. Once the work is completed, the grades automatically transfer and calculate into the GPA since it is all within the same grading system.

Students from outside the USC system must first be admitted to USCA. The Office of Admissions will notify these students of their acceptance as concurrent or transient students. Registration procedures and deadlines must be observed by all transient students. Once the work is completed, students from outside the USC system must request an official transcript be sent to their home college.

## Senior Citizens

Senior citizens must first complete all the necessary paperwork as required by the Admissions Office. They are allowed to take courses at the University free of charge provided there is a space available in the classroom. For this reason, they are usually asked to register after the general student population has completed registration. Senior citizens simply submit a request for the class(es) of their choice and will be contacted as to availability on the first day of classes. Changes in enrollment status (i.e. changing from credit to audit or audit to credit) must be completed by the last day to change course schedule or drop without a grade of **W** being recorded as published in the *USCA Schedule of Classes Booklet*.

## Maymester

This is a compressed term, usually two weeks in length and held between the close of a Spring semester and the beginning of first Summer term. Although Maymester offers students a more versatile schedule during the summer months, these types of courses can, however, present certain problems and complications, especially for financial aid recipients. It is therefore very important to refer to the *USCA Schedule of Classes Booklet* for special course information, tuition deadlines, final examination schedule and grade reporting information.

**Students on suspension may not enroll in Maymester classes.**

## Summer Sessions

The summer session consists of two terms. A summer session typically meets five times per week (Monday through Friday). However, certain courses may have variable length and day-of-the-week schedules. Any student regularly enrolled in the University may take work applicable to the degree he/she seeks during the summer session. All regulations governing the regular academic year pertain as well to the summer session.

The University reserves the right to cancel any course in the case of inadequate enrollment. A minimum number of enrollees is usually the requirement. Registration in any course may be closed when the maximum enrollment for efficient work has been reached.

## CHANGES IN REGISTRATION

### Schedule Adjustments

Students may make adjustments to their schedule during the times listed on the schedule of class offerings for that semester. **They must obtain permission on an advisement form 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 VIP once advisor approval has been given. **Failure to drop a course through proper channels may result in the assignment of a grade of "F".**

### Dropping a Course

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 record. Courses dropped will not enter into the computation of hours attempted, the grade point average or any other total. 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.

A grade of **WF** will normally be recorded for any course dropped after the first six weeks (pro-rated for shortened and elongated semesters). (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 Records Office and the Finance Office and a check mailed to the student. (See "Fees and Refunds" section of this bulletin for more information.)

Again, failure to have the Records Office process the paperwork regarding schedule adjustments will result in an academic penalty. It is the responsibility of the student to complete his/her part of this transaction.

### Changes in Programs of Study

Students desiring to change their program of study, whether it involves a change of major, advisor, or degree sought, must complete a USCA Program Change form available from the Advisement Center. When the necessary signatures (student and new advisor) have been obtained, the form is returned to the Director of the Advisement Center.

### 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 chair/head of the department/school in which they are enrolled before proceeding.

Requests to deviate from the general education requirements after enrollment at USC Aiken must be presented on an Academic Petitions Form. These forms are available from the Registrar's Office, and the student should obtain the signature of the advisor and the school head/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 their next meeting. Should a student's appeal be denied by the Committee, the student may then appeal to the Vice Chancellor for Academic Affairs, and, if necessary, to the Chancellor, whose response shall be final.

**Students should allow a minimum of one month for such requests to be given the final determination.**

Requests to deviate from the major requirements of a program of study can be approved by the school/department. This can be done via a memo describing the change and the rationale involved in such a substitution. The memo should be signed by the advisor, school head/department chair, and the Vice Chancellor for Academic Affairs then returned to the Registrar's Office for filing as part of the student's permanent record. Such substitutions typically occur at the time the student is preparing to graduate and is included with the student's degree application.

### Cancelled Classes

Occasionally a class will be cancelled due to insufficient enrollment or some other reason. When this happens, the Records Office automatically takes the students out of the class and gives them the option of

- a) seeing their advisor and adding another class before the deadline for adding classes, or
- b) taking a 100% refund. The students are not responsible for any paperwork in this instance unless they want to add a substitute class.

### Enrollment Discrepancies

After mid-terms, instructors are sent mid-term class rolls and asked to forward to the Registrar's Office any enrollment discrepancies in that class. The students are then notified that they must see the Registrar. Students may be enrolled in one section and attending another, or be enrolled in a course that they thought they had dropped. Students who receive notice of an enrollment discrepancy need to contact the Registrar immediately and bring all advisement forms pertaining to that semester.

## WITHDRAWAL FROM THE UNIVERSITY

A student desiring to withdraw from the University for a particular semester should obtain a withdrawal form from the Records Office. This form must be completed in the Records Office so it can be processed. Any refund the student may be due will be mailed to him/her by the Finance Office. A student withdrawing during the Schedule Adjustment Period will have no record of attendance for that semester on his/her permanent record. A student withdrawing during the second through the sixth week of classes will receive a **W** in all courses for that semester. After the first six weeks of class, students will receive a **WF** in all classes (pro-rated for shortened or elongated semesters).

During the **WF** period a student may need to withdraw because of extenuating circumstances such as illness or accident. The student must complete the regular university withdrawal form and an additional form for the withdrawal due to extenuating circumstances; both forms are available in the Records Office. When seeking withdrawal due to extenuating circumstances, the student must withdraw from all courses for that term. The student presents his/her case along with supporting documents and forms to the Vice Chancellor for Academic Affairs for initial approval. The student then takes the documents to the instructors of the courses taken during the semester of the petition request. 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, and that grade will not affect the student's grade point average. The **WF** is assigned if the student was not passing the course at the time of the extenuating circumstances. The **WF** is recorded as a failing grade and calculated as such in the student's grade point average and during the evaluation of suspension conditions. Once the instructor signatures have been obtained, the documents are returned to the Vice Chancellor for Academic Affairs for final approval and then forwarded 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 to both request the withdrawal and process the paperwork. The Vice Chancellor will not consider requests for withdrawal due to extenuating circumstances in cases where the student completes the required work in a course and is assigned a letter grade or where the 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 and wish to drop it, the proper procedure is to complete the paperwork for withdrawal in the Registrar's Office. Failure to complete the withdrawal paper(s) may result in the loss of a possible refund and may result in the assignment of all **F**'s on a student's permanent record for that semester.

### **Class Attendance**

When students enroll in a particular course, they obligate themselves for all the work which may be assigned. Punctual and regular attendance is vital to the discharge of this obligation. The faculty of the department or school will determine attendance policy for courses taught under its authority and for its faculty, full-time faculty as well as part-time instructors. The department or school may establish one uniform policy for all of its faculty, set unit policies for certain courses only, or it may leave it up to 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.

The unit's attendance policy must be made known in writing to all teaching faculty within the unit. Copies will be forwarded to the Vice Chancellor for Academic Affairs. All instructors must include the policy they intend to follow in each course syllabus, which shall be distributed to all students in the course.

Each policy, whether departmental or individual, will clearly lay out the rules and limits regarding class attendance and 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 excused 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 absence. 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 shall 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 head 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.

**Student Deportment.** It is the instructor's right to eject from the class any student who disrupts or disturbs the proceeding of the class. If the student who has been ejected 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 *USCA 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 made available as they are published and can most often be found in the schedule of course offerings for that semester. (The results of these examinations plus other assigned work, combined with the grades for class performance, determine the grade reports given at the end of the term.) **No intermediate or final examination may be held outside of the stated time without the special permission of the Vice Chancellor. Quizzes may not be given in any course during the last two regularly scheduled class meetings in any semester.**

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.

Students who are absent from any final examination may be given the grade of **F** on 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.**

### **Graduating Seniors**

No early examinations are given for graduating seniors. Students who have submitted a degree application may attend the graduation ceremony. Diplomas are mailed **after** the Vice Chancellor has verified that all degree requirements have been met.

## **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.

### **Transfer Credit**

Transfer students are given credit for their previous college work by means of a Transfer Credit Summary. This is prepared by the Admissions Office when a student's official transcript from any previous college(s) has been received. The department chair/school head in which the student is enrolled must evaluate the transcript and, as appropriate, award credit towards the student's major. The total number of hours transferred from any and all colleges will appear on the USCA transcript; however, students must refer to their Transfer Credit Summary to determine how many of those hours have been applied to their major at USCA. Transfer credits show up as hours earned only and do not compute into the USCA grade point average. See Graduation With Honors on page 41 for additional information.

Academic courses completed at regionally accredited institutions are normally transferable to the University of South Carolina. Please see the State policy regarding transfer credit from a two-year institution on this page. As a general rule, courses do not transfer that are:

- 1) strictly occupational or technical in nature; or
- 2) remedial in nature; or
- 3) from a two-year institution considered upper division or upper level at the University; or
- 4) from a two-year institution not listed as part of the institution's college parallel program

A maximum of **30** semester hours earned in correspondence, military service school, off-campus extension class or while classified as a 'special student' may be accepted as partial fulfillment of the requirements for an undergraduate degree. USCA accepts only those **correspondence courses** offered through the Office of Independent Learning at the Columbia campus.

For additional information regarding transfer credit visit the following web site: [www.usca.edu/admissions/transferstudents.html](http://www.usca.edu/admissions/transferstudents.html).

## 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, shall 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 74 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, shall 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 legislation developed from the Report of the Joint Legislative Study Committee, which is now moving through the General Assembly during the 1996 session.

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 shall become effective immediately upon approval by the Commission and shall be fully implemented, unless otherwise stated, by September 1, 1997.

### Statewide Articulation of 74 Courses

1. The Statewide Articulation Agreement of 74 courses already approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions shall 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 shall 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 shall 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 coursework repeated due to failure, for coursework taken at another institution while the student is academically suspended at his/her home institution, and so forth.

C. Institution 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 shall describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they shall 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 74 courses in the Statewide Articulation Agreement) and the course equivalencies (including "free elective" category) found on 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 and office 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 shall 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 admission requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

B. Any multi-campus institution or system shall 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 shall 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, notwithstanding 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 shall 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



Science and Mathematics: Established curriculum block of 48-51 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 the Arts, Humanities, and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of coursework.

Nursing: By statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the baccalaureate complete 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 shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt either the Arts/Social Sciences/Humanities or the Science/Mathematics block by September, 1996. The institution at which such program is located shall 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 shall automatically be entitled to Junior-level status or its equivalent at whatever public senior institution to which the student might have been admitted. (Junior status applies only to campus activities).

### 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.

### 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 shall be evaluated and appropriate measures shall 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 shall occur every four years through the staff of the Commission on Higher Education, beginning with the approval of these procedures.

### Statewide Publication and Distribution of Information on Transfer

11. The staff of the Commission on Higher Education shall print and distribute copies of these Procedures upon their acceptance by the Commission. The staff shall 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 shall on their own Home Page on the Internet under the title "Transfer Policies":

A. Print a copy of this entire document (without appendices).

B. Print a copy of their entire transfer guide.

C. Provide to the staff of the Commission in satisfactory format a copy of their entire transfer guide for placing on the Commission's Home Page on the Internet.

13. By September 1 of each year, the staff of the State Board for Technical and Comprehensive Education shall on its Home Page on the Internet under the title "Transfer Policies":

A. Print a copy of this document (without appendices).

B. Provide to the Commission staff in format suitable for placing on the Commission's Home Page on the Internet 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 shall contain a section entitled "TRANSFER: STATE POLICIES AND PROCEDURES." Such section at a minimum shall:

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

B. Designate a chief Transfer Officer (Ms. Sandy DeWitt) at the institution who shall

--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

--provide definitive institutional rulings on transfer questions for the institution's student's under these procedures

--work closely with feeder institutions to assure ease in transfer for their students.

C. See the USCA Home Page on the Internet to view the Transfer Guide published by this institution.

### CHANGE OF MAJOR

Credits earned in one degree program may not be applicable toward other degrees. Verification of applicability should be sought in writing from the chair/head of the department/school in which the new degree or major is offered. Students should visit the Office of Academic Advisement to complete a change of major form.

### OTHER CREDITS

Students who are currently enrolled or may obtain credit by examination in a course in which they have no class attendance or semester standing. A student may receive credit by examination in any of the following three ways:

#### Challenge Exams

In some instances, currently enrolled students may receive credit for a course by requesting and earning a B or better on a challenge 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/school heads should be consulted for individual unit guidelines.

Challenge exams are not permitted:

- if the student is currently enrolled in the course,
- if the student was previously officially enrolled in the course, either for credit or audit,
- if the student has previously challenged the course unsuccessfully, or
- in laboratory, activity or skill-acquiring courses.

Also, if appropriate faculty are not available to develop and/or

administer the exam, the department chair/school head may decline or postpone the request. Challenge exams are not typically administered in the summer. The student who wishes to challenge a course is to follow the following steps:

- 1) Obtain a **Credit by Examination** form from the Registrar's Office.
- 2) Present the form to the chair/head of the department/school which offers the course to be challenged. The department chair is then responsible for recruiting a qualified instructor to develop and/or administer the exam.
- 3) Return to the department chair/school head within two weeks to obtain the form, which should be signed by the chair/head and the instructor who will administer the exam.
- 4) Present the form to the Vice Chancellor to be signed.
- 5) The student must then pay the Finance Office an examination fee of \$15.00 per credit hour and obtain a fee receipt for this amount.
- 6) Return to the instructor and arrange when to take the exam (at the instructor's convenience). Challenge exams should be completed by the end of the current semester.
- 7) Present the form and the fee receipt to the instructor **before** taking the exam as previously scheduled. **The instructor is to record on the form the letter grade earned on the exam, and forward the form with attached fee receipt to the Registrar's Office.** Credit is granted for the course **only** if a grade of B or better is obtained.

### College Level Examination Program (CLEP)

The University awards credit by examination to CLEP subject examinations only. By attaining an acceptable score, a student may receive credit equal to that normally earned in the comparable University course. Applications for CLEP examinations may be obtained by calling 1-800-922-9755, ext. 2782. Once the exam is taken, CLEP will send the student a score report which should be forwarded to the Registrar. The department chair/school head will make the decision to award credit based on the score.

## GRADING SYSTEM

The grading system outlined below came into effect for all students at USCA with the Fall Semester of 1978. Grades in all courses are determined by class standing and examination, combined in such proportion as the professor may decide. Class standing is determined by the quality of a student's work and the regularity of attendance in the lectures and the laboratory sessions.

### 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
T	In Progress	0.0

No minuses are used in the University's grading system. **S** and **U** indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried under **Pass/Fail** or non-credit options. The **S/U** designation is used also for research courses, workshops and seminars in which the regular academic grades are not used. The use of the **Pass/Fail** grading option in such courses is indicated in their bulletin descriptions. No course carried under the **Pass/Fail** option will affect a student's grade point average or the evaluation of suspension conditions.

**W** may be assigned in exceptional cases, to indicate satisfactory progress performance in courses from which a student withdraws after the free drop date. The grade is used primarily in cases of withdrawal from the

University or course withdrawal for medical reasons or other extenuating circumstances and requires the approval of the Vice Chancellor for Academic Affairs as well as the instructor. A grade of **W** will be treated in the same manner as a passing grade in the evaluation of suspension conditions. It is not computed into the GPA.

**WF** is assigned for withdrawal from a course after the first six weeks of a semester and 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 failure to complete some portion of the assigned work at the end of the semester. By permission of the instructor and the school head/department chair, the student will have a time not to exceed 12 months in which to complete the work before a permanent grade is assigned. 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 incomplete contract. Students are not allowed to come back into the classroom to complete this work, nor should they be 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 school head/department chair, and be on file in the Registrar's Office at the time the **I** grade is recorded. Incompletes are computed into the GPA as **F**'s until they are made up. 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 due to documentable reasons, it is more appropriate for the student to seek withdrawal due to extenuating circumstance from the Vice Chancellor.

**AUD** indicates a course was carried on an audit basis.

**NR** (No Report) is assigned by the Office of the Registrar only in situations where 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 them from filling out an Incomplete Contract. The Office of the Registrar will then notify all students receiving the **NR** grade that they need to contact the instructor and make arrangements with them 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** is ignored in computing grade point averages.

**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 program is designed to encourage students to investigate fields outside of their major curriculum in which they have a specific interest without affecting their grade point averages. The only grades assigned on courses taken under the Pass/Fail option are **S** for satisfactory and **U** for unsatisfactory. The student will be given the hour credit for courses in which an **S** is earned, but it will not be computed into the GPA. 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 except those whose semester or cumulative GPA is less than 2.0.
3. The Pass/Fail grading system is in effect for an indefinite period of time, subject to periodic review.

4. Students are permitted to take no more than eight courses on a Pass/Fail basis during their undergraduate careers.
5. A student wishing to exercise the option must have the permission of the department chair/school head and the advisor.
6. The option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
7. Normal prerequisites may be waived for students taking a course on a Pass/Fail basis.
8. Courses taken under this option will be excluded from the calculation of the GPA.
9. A grade of **S** will be entered by the Registrar's Office from a regularly assigned passing grade; a failing grade will be registered as **U**.
10. 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 List.
11. Graduate courses may not be taken on a Pass/Fail basis.

### Grade Point Average

The grade point average 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 a grade of **S**, **U**, **AUD**, or **W** was earned are not considered in computing the GPA. See also the *USCA Student Handbook* for further information.

### Grade Reports

Following each semester a report of grades is sent to students at their permanent addresses. Grades are also available through the Visual Information Processing (VIP). These grade reports include a cumulative summary of all course work taken in the USC system, and students are encouraged to keep these grade reports since they are designed to also be used as unofficial transcripts.

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 receipt of the course grade. If an error has indeed been made, the professor should contact the Office of the Registrar 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 school head/department chair supervising the professor.

### Enrollment Certification

Certification of enrollment is based upon the total number of credit hours for which a student is registered at the time of certification request. Beginning and ending dates reported in enrollment certification conform to the official USCA academic calendar dates for the term requested.

**Undergraduate students who are enrolled in 12 semester hours or more for the fall and spring semester are considered full-time** (disabled students may be eligible for modified full-time status; see Disability Services on page 13 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 Veterans Affairs Office.

### 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.

All requests for transcripts must be in written form and sent to: University Registrar; University of South Carolina; Columbia, South Carolina 29208. Transcripts are \$5.00 each.

Forms for requesting transcripts are available in the Registrar's Office at USCA, but the actual transcript comes from the Records Office at USC Columbia. No transcript will be issued to a student who is indebted to any office on any University campus.

## CLASSIFICATION OF STUDENTS

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.

## CONFIDENTIALITY OF STUDENT RECORDS

In accordance with the Family Education Rights and Privacy Act of 1974, the University 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. It 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 be notified of the transfer, receive a copy of the record desired and have an opportunity for a hearing to challenge the contents of the record;
3. to authorized representatives of the Comptroller General of the United States; the Secretary of Education; and administrative head of an education agency or state educational authorities;
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, access to the student's records will be given. The student will be notified in writing sent certified mail that this access has been given.
6. where the information is classified as "directory information" the following categories of information have been designated by the University as directory information: name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent educational institution attended by the student, and other similar information. **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.

## STUDENT GRIEVANCE PROCEDURE

Students enrolled at USCA are provided with a standardized, formal process for seeking a resolution when, in the student's judgment, the student 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 *USCA Student Handbook*.

Students enrolled in USCA 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 Vice Chancellor for Academic Affairs at Aiken and a subsequent appeal to the USC Aiken Chancellor may be made.

## ACADEMIC STANDING

### Suspension and Probation

The suspension and probation policy described below went into effect in Fall 1991 and was revised in Spring 2001. It applies to all USCA students regardless of the year when they first started attendance at the University. Suspension and probation are based on the system cumulative GPA. The following chart shows the various levels of grade point hours and GPA's for both suspension and probation.

<u>GPA Hours</u>	<u>Probation Levels</u>	<u>Suspension Levels</u>
0-14	Below 1.2 CGPA	Not applicable
15-30	Below 1.4 CGPA	Below 1.0 CGPA
31-45	Below 1.6 CGPA	Below 1.4 CGPA
46-89	Below 1.8 CGPA	Below 1.6 CGPA
90-105	Below 2.0 CGPA	Below 1.8 CGPA
106 or more	Not applicable	Below 2.0 CGPA

Probation is a warning to the student that great effort should be taken to improve the cumulative system GPA in the next semester. It is quite likely that students on probation will eventually be placed on academic suspension unless they take their period of probation seriously. There is no separation from the University involved with probation, but students on probation may not take more than four classes (thirteen credit hours maximum) until the GPA rises above the probationary level. Students on probation should consult with their advisor and identify what changes need to be made in order to be successful. Students who fail to adjust their schedules to meet these guidelines will face cancellation of their schedules. Students placed on probation will be notified in writing by the Registrar's Office and will be reminded of this policy.

Suspension does mean that a student may not attend the University during the time of his/her suspension. For first suspension, this is one regular semester; for second suspension, two regular semesters; and for third suspension, the student may not return. **The Registrar's Office sends both suspension and probation notices to the student's permanent address. These notices include all the information students need concerning their ability to continue at the University and the petitioning procedure.**

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 25). Students petitioning for reinstatement to the University under the procedure listed below must file a separate appeal through the Financial Aid Office in order to regain financial aid.

**FIRST SUSPENSION:** Students may attend summer school in the attempt to improve the cumulative system GPA. Only summer work

taken at USCA or another USC campus can be used to calculate into 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. The reinstatement petitions used for this are available in the Registrar's Office. Each semester a deadline for submitting these petitions is established and advertised in *From the Registrar's Desk* and the *Schedule of Classes Booklet*. It is also clearly stated in the individual letters sent to all suspended students by the Registrar. 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 USCA, all he/she needs to do is complete a readmit application in the Admissions Office.

**SECOND SUSPENSION:** Students may still attend summer school (only USCA or USC system campuses) in the attempt to improve the cumulative system 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. If a student on second suspension does not improve the GPA in summer school and fails to have a reinstatement petition approved and exhausts all means of appeals, he/she must leave the University for a period of two regular semesters. After this time has been served, the student must still petition SS&P for reinstatement when the student wishes to return.

**THIRD SUSPENSION:** Students may not return to USCA. Students on third suspension may attend summer school **only** if it can be mathematically proven that it is possible to improve the GPA to the required level during that time. This option is available **only** during the summer immediately after the indefinite suspension was issued.

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

1. The student must first obtain a reinstatement petition from the Registrar's Office and complete the information requested. The Registrar then preps the petition and then presents it at the next meeting of SS&P.
2. There are set deadlines for the submission of these petitions. Reinstatement petitions for Fall semesters are due no later than August 1<sup>st</sup>. Spring reinstatement petitions are due the first day the University reopens after the New Year holiday.
3. Students who have Early Registered before the suspension list is run will have their registration cancelled unless the reinstatement petition is on file by the appropriate deadline.
4. SS&P may approve a petition and in doing so may attach certain stipulations. A student may be reinstated with the stipulation that he/she take only two courses, for example, or the student must obtain a certain 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 Vice Chancellor for Academic Affairs.**
5. Students whose petitions for reinstatement are disapproved may appear in person before the Committee at their next scheduled meeting.
6. If a reinstatement petition is denied after the personal appeal to the Committee, the student may request in writing a meeting with the Vice Chancellor.
7. Should the student's petition be denied by the Vice Chancellor, the student may appeal to the Chancellor whose decision is final.

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

The Scholastic Standing and Petitions Committee also hears cases concerning suspension from the School of Nursing. Although these students are not suspended from the University, the paperwork and procedure is the same. Students who are suspended from the nursing program may still attend USCA during that period but are not allowed to take any nursing courses.

## Standards for Students Under Academic Probation

Students who have been placed on academic probation and/or are attending classes by virtue of a suspension appeal approved by the Scholastic Standing and Petitions Committee may not participate in extracurricular activities, including but not limited to the following:

1. athletics, including intramural athletics;
2. cheerleading/dance team;
3. holding of any office, whether elected or appointed, in Student Government or any other group or organization sanctioned by USCA;
4. holding of any titled position on University-sanctioned publications; and/or
5. holding of any position and/or role in any dramatic production.

## Academic Forgiveness for Former Students

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 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 to a degree program at the University of South Carolina and must complete at least 24 hours of approved graded course work prior to applying for academic forgiveness.
3. After readmission to the university, the student must earn a cumulative GPA of at least 2.000 at the completion of the semester in which he/she becomes eligible for academic forgiveness and meets the progression requirements of his/her degree program.
4. 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 school head/department chair. After obtaining these signatures and evaluation, the petition must be submitted to the Scholastic Standing and Petitions Committee. If the student's written petition for academic forgiveness is denied, the student may request a personal appeal before the Scholastic Standing and Petitions Committee at their next regularly scheduled meeting. If the student's appeal is denied, the student may appeal in writing to the 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 that academic forgiveness has been granted to the student.

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

1. All curriculum requirements will be in accordance with those in force subsequent to 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 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 are not 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 (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

### Honor Lists

Each semester academic achievement is recognized by entering on the President's Honor List or the Dean's Honor List the names of students who, in the previous semester, attained the following standards:

**President's Honor List:** A grade point average of 4.0 earned on a minimum of 12 credited semester hours.

**Dean's Honor List:** A grade point average of 3.50 or higher (3.25 or higher for freshmen) earned on a minimum of 12 credited semester hours.

No course carried on a Pass/Fail basis nor correspondence courses will be counted toward the 12 hours required for the President's or Dean's Honor List.

### Graduation With Honors

Graduation with honors will be based on a cumulative GPA calculated on the basis of **all** work in the student's college career, including any transferred from other institutions. This calculation will include all courses attempted, not just those submitted to satisfy graduation requirements.

Transfer students must show, in courses taken within the USC System, a GPA which meets the level specified for honors being sought in order to qualify for this distinction. **Transfer students must also have at least 60 hours in residence within the USC system to qualify for graduation with honors in a bachelor's program or 30 hours in residence for an associate's program.** Courses taken by a transient student at another institution, by correspondence, by examination, or by exemption are not considered "in residence." Courses taken under the pass-fail option meet "in residence" requirements; however, courses taken under the "audit" option are not used since no credit is given. Finally, for transfer students the transfer GPA is averaged into the system GPA to determine the collegiate summary.

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

<b>Summa Cum Laude:</b>	A cumulative collegiate GPA of 4.0
<b>Magna Cum Laude:</b>	A cumulative collegiate GPA of 3.75-3.99
<b>Cum Laude:</b>	A cumulative collegiate GPA of 3.50-3.74

<b>With Highest Honors:</b>	A cumulative collegiate GPA of 4.0
<b>With High Honors:</b>	A cumulative collegiate GPA of 3.75-3.99
<b>With Honors:</b>	A cumulative collegiate GPA of 3.50-3.74

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

## Recognition of Honor Organizations at Commencement

Only academic honor organizations can be recognized at commencement. Recognition of the academic honor organization may include: the right of organization members to wear a designated honor symbol, such as a cord, and/or a brief description in the program of the honor organization with reference to its honor symbol. A one-time approval for recognition or for changes in the form of recognition must be obtained by the honor organization from the Campus Life Committee prior to March 1<sup>st</sup> of the academic year in which recognition is to be given.

## GRADUATION

Students wishing to receive a degree from the University must complete a degree application in the Office of the Registrar. This must be done by the deadline for that semester. When the form is complete, the Registrar will attach a printout of the student's academic work so that the student can take the application and academic record to their advisor for the senior check. After the initial check by the advisor, the form is given to their respective department chair/school head for approval pending any course work to be completed that semester, then forwarded to the Vice Chancellor for Academic Affairs.

The senior year of work (30 semester hours) must be completed in residence at the University and at least 12 hours of the student's major courses must be earned at the University. At least 25 percent of semester credit hours applicable toward the degree must BE earned at USCA. One hundred twenty semester credit hours with a minimum **system** GPA of 2.0 are required for the baccalaureate degrees. Sixty credit hours (as outlined in the "Academic Programs" section of this bulletin) with a minimum **system** cumulative GPA of 2.0 and satisfaction of the residency requirement are required for the associate degrees.

**Students who wish to participate in either the May Commencement or the December Convocation must have a minimum system GPA of 2.00 in addition to any GPA requirements of the major at the time of the ceremony.**

### **Second Undergraduate Degree**

At times the University confers a second baccalaureate degree upon candidates who have completed all requirements for a second 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 rising junior writing proficiency portfolio). (It should be noted that a double major will not by itself lead to the conferral of a second degree.) Under this policy a student may apply for two degrees at one time or separately. The following options pertain: 1) the student receives two B.A. degrees; 2) the student receives two B.S. degrees; 3) the student receives a B.A. and a B.S. degree. A second degree can therefore be from another school/department within the University.

### **Double Major**

A double major consists of the complete fulfillment of all requirements for one degree and all of the major course requirements of a second. **Be advised that a double major does not lead to a second degree.** For double majors, if one or both of the student's two major programs normally require 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.

**All students who wish to pursue a double major must come by the Advisement Services Office to complete a change of program form.** Each student must complete this form so that he/she may be assigned an advisor in each major area.

## USCA HONORS PROGRAM

The mission of the USCA Honors Program is to provide educational opportunities and support for the academically well qualified and highly motivated student. The student participant completes special assignments in one or more regular academic courses as approved by the Honors Program Steering committee. There are no separate honors courses. Each Honors experience results from the student's quest for greater knowledge in a subject area and the desire to work more closely with a particular professor.

The Director of the Honors Program can provide students with all the details of this program. Eligibility for incoming students is based upon SAT scores and letters of recommendation; eligibility for continuing and

transfer students is based upon hours earned and GPA standards, as well as letters of recommendation in certain cases. Students who are accepted into the program must request honors work in each specific class by means of an Honors Contract. The faculty member supervising the work as well as the Honors Program Steering Committee must approve each contract. Honors contracts must be submitted to and approved by the Honors Program Steering Committee by the end of the third week of each semester. Any contracts not approved by this committee can be appealed to the Vice Chancellor for Academic Affairs.

The type of work done in an Honors Contract will be tailored to the skills, interests, and resources of the student as well as to the interests and abilities of the faculty member. This work will be negotiated in the contract. The additional requirements in the contract will be evaluated on a pass with Honors basis if the student has successfully passed the additional requirements to the satisfaction of the faculty member and has received a grade of at least a B or better in the course.

Students who successfully complete four Honors Contracts during their college career are honored at graduation for being in the Honors Program. Completion of at least one Honors Contract during the academic year will allow a student to be honored at the annual academic convocation each April. Additionally, the student's transcript is noted with an "H" designation by each course undertaken for Honors.

## ACADEMIC ASSESSMENT

Assessment, in a university or college setting, means several things. Assessment is the process of evaluating the success of a university in meeting its mission (institutional assessment), and it is the process associated with evaluating student learning outcomes in relation to stated program goals (program assessment). It is also a process that uses course-embedded assessment activities to evaluate student learning (classroom assessment). Assessment at USCA, then, is the ongoing process of self-improvement by analyzing and evaluating academic programs and university services through a variety of methods and measurements.

The Office of Institutional Research and Assessment assists faculty, staff and administrators in gathering data to evaluate the effectiveness of USCA programs and services. The mission of the Office is to coordinate and implement an overall academic assessment program for the University that reflects USCA's institutional mission statement, and includes the assessment of general education and the assessment of the academic disciplines. In the area of assessment, the Office seeks to:

- Assess effectively the basic skills of entering students (with between 0-30 credit hours) and exiting students (with between 85-100 credit hours), and to assess other attitudes and skills during appropriate points of a student's undergraduate experience.
- Coordinate and monitor the assessment of academic programs.
- Serve as the primary assessment consultant to the University administration, academic units, departments/schools, and faculty committees.
- Serve as the primary academic assessment liaison to outside agencies and institutions.
- Conduct and analyze survey research of academic programs, as needed.
- Conduct workshops, as needed, on assessment-related issues.

Student participation in assessment activities is a university priority and obligation and is mandatory. All students wishing to receive a baccalaureate degree from USCA must complete procedures required for the assessment of general education, and by their major and/or their area of concentration and by other areas deemed important by the institution

to measure its effectiveness. Primary responsibility for the assessment of academic programs within a major or area of concentration, including graduate programs, is with the faculty in each academic unit. Information pertinent to assessment of the major or area of concentration is provided to students by the department from which the degree will be granted.

Primary responsibility for assessing the effectiveness of our General Education curriculum and with other educational quality indicators lies with the Office of Institutional Research and Assessment and the University Assessment Committee. The Office administers the assessment of general education, other exams, interviews, focus groups, surveys, questionnaires, and/or other instruments as a part of the University's assessment process.

For USCA's General Education program assessment, the Office of Institutional Research and Assessment notifies students of times, dates and locations of required assessment procedures. Letters are sent to the student's official home of record, and an attempt is made to telephone the student at the telephone number which the University has on file. **Therefore it is important for all students to make the University Records Office aware of their current local address and phone number at all times.** 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 will not be allowed to 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). Generally, assessment tests are administered during March/April and October (around advisement but before pre-registration) and during July and August Orientations for new students. If a student does not take the required assessment during the regularly scheduled times of administration, and wishes to complete enrollment and registration or have a diploma, certificate, grade report or enrollment verification issued, that student must pay a \$50 (fifty dollar) administrative charge and arrange for individual testing with the Office of Institutional Research and Assessment.

Although assessment is a required activity, the results of any individual, institutional assessment activity may not be used for the evaluation of any individual student's academic progress. Assessment results are compiled and used in the aggregate form; all individual responses are kept confidential. All university assessment reports are the responsibility of the Office of Institutional Research and Assessment. For further information on assessment at USCA, the student should contact the Office of Institutional Research and Assessment at 803/641-3205.

# Academic Programs

## GRADUATE DEGREES

### Master of Education Degree 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 142.

### Master of Education Degree in Elementary Education

The Master of Education Degree in Elementary Education is designed to provide advanced professional studies in graduate level course work for persons who currently hold teacher certification and who are committed to excellence in elementary education. For more information see page 137.

### 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. For more information see page 145.

## BACCALAUREATE DEGREES

### Curricula

The curricula established for all baccalaureate degrees include, generally, a set of courses that fulfill the general education requirements, a set of courses that comprise a departmental major, a set of courses that comprise a cognate and several hours of free elective courses.

<b>1. General Education Requirements</b> .....	<b>50-52</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>21-23</b>
1. English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
2. Math/Statistics/Logic .....	6
3. Applied Speech Communication <sup>3</sup> .....	3
4. Foreign Language <sup>4</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>5</sup></b> .....	<b>29</b>
1. Natural Sciences .....	8
Biology, Chemistry, Physics, Geology, Astronomy (2 labs)	
2. Social and Behavioral Sciences (at least two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
3. Humanities (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Foreign Language (200 level and above), Communications (last two digits in 50s or 60s)	
4. History of Civilization (AHST 101 or AHST 102) .....	3
5. American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.

<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440. Some majors may require a specific course so students should consult requirements for their major.

<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>5</sup> At least 3 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.

**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, foreign language (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 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 foreign language courses that focus on learning to speak and write a different



language at an elementary level, are not considered part of the humanities requirement.

**The following courses meet the Humanities general education requirement:**

**Art History (AARH):** 105, 106, 206, 250, 251, 312, 335, 397, 398

**Communications (ACOM):** 351, 353, 450, 462

**English (AEGL):** 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 389, 390, 391, 393, 394, 401, 407, 408, 409, 411, 412, 415, 416, 417, 419, 423, 424, 425, 426, 427, 428, 430, 431, 434, 435, 449, 474, 483, 484, 491, 494

**Foreign Languages and Literatures:**

**Foreign Languages (AFOR):** 395

**French (AFRE):** 201, 202, 388, 395, 398, 399

**German (AGER):** 201, 202, 395, 397, 398, 399

**Italian (AITL):** 201, 395, 398

**Latin (ALAT):** 395, 399

**Spanish (ASPA):** 209, 210, 216, 217, 301, 302, 304, 305, 309, 310, 325, 388, 397, 399, 426, 427, 488, 498

**History:** All History courses. **Note:** If AHST 101 or AHST 102 is used towards the History of Civilization requirement, the same course cannot count as the Humanities requirement. Also, if AHST 201 or AHST 202 is used towards the American Political Institutions requirement, the same course cannot count as the Humanities requirement.

**Humanities (AHUM):** 107, 201, 202, 211, 301

**Music (AMUS):** 173, 175, 371, 372, 373, 391, 393

**Philosophy (APHL):** 102, 108, 211, 302, 303, 304, 311, 390, 399

**Religion (AREL):** 101, 103, 301, 302, 390, 399

**Theatre (ATHE):** 161, 361, 362

**Non-Western World Course Definition:** A non-Western world studies course is any course which focuses substantially on the culture of the 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, Poland, Greece). 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) would not satisfy the non-western world studies requirement.

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

**Art History**

AARH 251 History of Oriental Architecture (3)  
AARH 397 Topics in Non-Western Art History (3)

**Anthropology**

AANP 102 Understanding Other Cultures (3)  
AANP 315 Peoples of the Indian Subcontinent (3)  
AANP 352 Anthropology of Magic and Religion (3)  
AANP 490 Topics in Anthropology

**Communications**

ACOM 450 Intercultural Communication (3)

**English**

AEGL 291 Introduction to Non-Western Literature (3)  
AEGL 435 African and African-American Literature (3)

**Foreign Language**

AFRE 388 Selected Non-Western Topics in Translation (3)  
ASPA 302 Survey of Latin American Literature (3)  
ASPA 305 Latin American Culture (3)

ASPA 325 Hispanic Cultures and Identities (3)  
ASPA 388 Selected Non-Western Topics in Translation (3)  
ASPA 397 The Latin American Film Experience (3)  
ASPA 426 Afro-Hispanic Literatures (3)  
ASPA 427 Literature of Social Protest (3)  
ASPA 488 Selected Non-Western Topics (3)

**Geography**

AGRY 102 Geography of the Developing World (3)  
AGRY 427 Geography of East Asia (3)

**History**

AHST 361 Early Latin America (3)  
AHST 362 Modern Latin America (3)  
AHST 366 Modern East Asia (3)  
AHST 423 History of Mexico (3)  
AHST 492 Non-Western Topics (3)

**Music**

AMUS 175 World Music (3)

**Political Science**

APLS 101 Global Politics (3)  
APLS 103 Non-Western Politics (3)  
APLS 330 International Organization (3)  
APLS 487 Politics and Governments of Africa (3)  
APLS 488 Politics and Governments of Latin America (3)  
APLS 492 Non-Western Topics (3)

**Religion**

AREL 103 Comparative Religion (3)

**Sociology**

ASCY 310 Social Demography (4)  
ASCY 315 World Population: Problems and Policies (3)

**Note:** Individual major degree programs may require specific courses within each grouping category and may add requirements, but may not be less restrictive in general education requirements.

**Proficiency Portfolio in Writing**

The Rising Junior Proficiency Portfolio in Writing 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 as soon as possible after the completion of sixty credit hours. Transfer students who have reached the sixty-hour level through the accumulation of course credit at other institutions are given up to thirty hours in residency at USCA to build their portfolios (policy effective: Fall 1996).

Students are encouraged to visit the USCA Writing Room regularly during their first sixty hours to work on their academic writing. Any questions concerning this process should be addressed to either the Director of Writing Assessment or the Director of the Writing Room.

For this year’s schedule of submission deadlines, please consult the USCA Undergraduate Calendar.

All students are encouraged to work with their academic advisors. Advisors are encouraged to provide warning notices to students who miss designated credit-hour stipulations. Failure to submit can place a student’s anticipated graduation in jeopardy.

The Rising Junior Proficiency Portfolio in Writing is designed to allow students seeking a baccalaureate degree from USCA 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 and one reflective essay annotating the various reasons for his/her selections. The three course-assigned papers must include researched writing. Essays, extended essay exam answers, journals assigned for class, 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 are discouraged in this portfolio review. 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. When a paper is rewritten, it must be accompanied by a copy of the original class paper and the course information listed above. 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 USCA classwork are preferred, transfer students may submit papers from other academic settings if the student is within the final 30 hours of coursework for a degree.

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. Those students whose portfolios do not meet expectations will be advised to appeal or to enroll in and pass English (AEGL) 201: Writing in the University.

## 2. 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 an official document available in the office of the departmental advisor to each student at the time he/she declares a major.

## 3. 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 advisor. Cognates or minors are required for most degrees; see the specific requirements in the *Bulletin* by degree program. Courses taken toward a cognate cannot be counted toward major or general education requirements, with the exception of free electives, which may count toward the cognate.

## 4. Minor

The minor prepares the students in a second field which may be unrelated to the major in a program of fewer hours than a major. Requirements are prescribed by the college/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, which may count toward the minor. All courses must be passed with a grade of C or better. If a student's grade falls below a C in a required minor course, the course must be repeated and an additional course taken to offset the course repetition (a student may not count a repetition toward graduation). Students should notify their advisor and the department chair of the minor which is selected. [A list of minors available](#) is presented on page

50.

## 5. Electives

The number of elective credits may vary according to major requirements. Please consult those sections of the *Bulletin* that describe the degree programs. Elective credits for participation in University performing ensembles may be counted up to a maximum of 4 credits.

## DEGREE REQUIREMENTS

One hundred and twenty semester credit hours with a minimum GPA of 2.0 are required for the baccalaureate degrees; however, these curricula allow the opportunity for the student to take a limited number of courses that do not fulfill any specific academic program other than total hours. General education requirements are a component of all majors.

## DEGREES OFFERED

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

## BACHELOR OF INTERDISCIPLINARY STUDIES

The mission of the Bachelor of Interdisciplinary Studies program is to offer students a rigorous bi- or multi-disciplinary degree program structured in part to meet an individual student's specific academic and career goals. The program 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 goals of the BIS program are to offer students:

- a broad-based foundation in the liberal arts and sciences with which to anchor additional study in specifically chosen academic fields or disciplines;
- in-depth study in a pairing or combination of academic areas or disciplines that reflect the student's educational and/or career goals;
- the opportunity to discover and/or develop a substantive understanding of the connections between/among those disciplines and areas of study; and
- an opportunity to articulate the strengths, connections, and applications discovered during the student's course of study for the degree.

USCA offers a Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies. Students in this program typically select two academic disciplines for concentrated study instead of majoring in one discipline. Students may select only those disciplines in which USCA offers upper-level courses. Numerous combinations of concentrations are possible. Some examples are art studio and biology; communications and management; computer science and accounting; English and history; sociology and public administration; political science and psychology; philosophy and art history; and engineering and management. Some concentrations also offer several options, such as political science or public administration; performance theater or design/technical theater; and English-literature or English-writing. In addition, several larger interdisciplinary concentrations, such as International Studies, are available.

Admission into the BIS program is by application only. (This is in

addition to the application for admission to the University.) Normally a student will not be admitted until he/she is a sophomore. Application should be made at least two weeks before the beginning of the semester in which the student plans to enter the program. The application procedure includes meeting with the BIS Director, the completion of a statement of educational and career goals, and the selection of two academic concentrations. At least 30 credit hours of study must be completed under the supervision of the student's advisory committee.

Each BIS major must have a completed portfolio on file with the BIS Director before the BA or BS degree is granted. This portfolio will be made up of papers written for selected courses in the student's concentrations, as long as both concentrations are represented. Portfolios will be used for an ongoing process of program assessment. (BIS majors should see the BIS Director for details.)

Students who have taken course work at another college should consult the section on Transfer Admission in this bulletin for more information on what kinds of courses are normally transferable to USCA.

### Degree Requirements

**1. General Education Requirements ..... 53-55**

The student must complete the USCA general education requirements. To distinguish between the Bachelor of Arts and Bachelor of Science, one additional course is required.

**2. Interdisciplinary Studies Program Requirements ..... 30-60**

Based upon each student's educational and career goals, the members of the student's advisory committee decide on the courses that will be required in the two concentrations. Due to the individual nature of each program of study the required number of hours varies. However, a minimum of 15 hours is required within each concentration, and 30 hours are the maximum that can be required in one concentration. A 2.0 grade average within each concentration is also required for graduation as specified by the student's program of study.

**3. Electives ..... 6-36**

The number of elective hours available varies considerably depending on the required hours in the two concentrations.

**4. Portfolio on file with BIS Director**

**Total hours required ..... 120**

## OFFICE OF INTERNATIONAL PROGRAMS

The Office of International Programs coordinates programs and services that promote international awareness among students and faculty, and addresses contributions and concerns of international students.

The Office provides information to students on study abroad, work abroad and volunteer abroad opportunities. It is the goal of the Office of International Studies to work closely with faculty and staff on developing new study abroad programs for students and to assist faculty with research/teaching projects abroad.

The Office of International Programs provides services to international students on campus. Services include providing information to prospective international students, assisting international students with academic and social issues, and advising on INS regulations. We work closely with student and community organizations to insure that international students are well-adjusted and successful on campus.

The USCA Office of International Programs has as its mission the provision of a global perspective by advancing knowledge and appreciation of the broader world and its cultures. This is accomplished by bringing the world to USCA via campus lectures, panel discussions, other cultural events, and through internationalizing the curriculum when appropriate.

The Office of International Programs is located in H&SS Room 101A.

### EVENING PROGRAM OFFICE

The Evening Program Office provides evening students and faculty at USC Aiken with services required for instruction after normal office hours. The office also informs the Academic Council about evening course activities, and advises the Vice Chancellor of Academic Affairs on issues related to the USCA Evening Program.

The Evening Program serves students who seek a baccalaureate education by attending the University after 4:30 P.M. The University offers evening classes within the general education framework leading to degrees in Business, Industrial Mathematics, English, Sociology,

Nursing and Interdisciplinary Studies. Evening students may not be able to complete all requirements for degrees in four years. A special office for evening students is located in the Humanities and Social Sciences Building, Office 101, which is open during class days on Mondays through Thursdays until 8 P.M. Services are provided in the evening by the USCA Bookstore, Registrar's Office, Food Services and others. For information on the evening program and course offerings, contact the Evening Program at 641-3287, or visit Humanities and Social Sciences Building, Office 101, during the hours of operation.

### USCA DISTANCE EDUCATION

Distance Education includes education delivered live via an audio/video connection or education delivered asynchronously via video tape. Web-based distance education includes education delivered via the Internet.

Distance education should not be thought of as merely the addition of new technology to instruction, but also the means to improve and examine new approaches to instruction. Moreover, distance education should not be considered as only the opportunity to provide quality instruction to those at a distance from our campus, but also as a means to improve instructional opportunities for students on our campus.

Distance education is consistent with the USCA mission as it allows those unable to attend scheduled on-campus classes to complete their course work from their remote location.

Distance education extends the reach of the campus to the work force by offering college level courses and intensifies and enhances existing off-campus programs in Beaufort, Sumter, and Allendale and Walterboro.

Only catalog courses taught by full-time faculty are offered via distance. The syllabus, the quality, and the evaluation procedures are identical to live courses.

A faculty technology support center provides state of the art resources and training as well as peer support to faculty.

The University of South Carolina Aiken subscribes to the principles of good practice for electronically offered academic degree and certificate programs developed by the Western Cooperative for Educational Telecommunications (WICHE). The factors for assessment of quality that are included in the WICHE documents are:

- conformance to standards of all courses/programs offered by

the college or university;

- assessment of learners (outcomes, competency of graduates);
- specific goals with clear requirements for courses/ programs;
- selection of media on basis of needs and capability;
- quantity and quality of interaction with other students and instructor;
- support services (facilitator, technology, library services, advising, instructor availability).

## ASSOCIATE PROGRAMS

Only one associate degree is offered on this campus, the Associate in Science in Technical Nursing Degree (ADN). This program is designed to be completed within 2 years. Specific degree requirements for the ADN Program are listed under the School of Nursing in this Bulletin.

## CERTIFICATE PROGRAMS

### **Certificate Program in Writing**

This post-baccalaureate, completion certificate program is designed for students who have already earned a college degree but are seeking coursework in writing for work-related purposes or for personal growth and satisfaction. Individuals wishing a Certificate in Writing from USCA must complete 15 hours of course work in writing of which at least three must be in theory. Entry requirements: interview with and portfolio to program director.

## EXTENDED GRADUATE CAMPUS

The Extended Graduate Campus Office serves the greater University community by offering a variety of courses for graduate credit. These programs are designed to meet the needs of traditional and non traditional students, business professionals, and the community at large.

Through the **Extended Graduate Campus**, credits toward graduate degrees in Business Administration, Education, Engineering, Journalism, Library and Information Science, Nursing, Public Health, and Social Work may be earned on the Aiken campus. Course work meeting other graduate degree requirements may also be earned.

Utilizing the entire range of educational technology, from live instruction to television and video taped course work, the residents of

this region are able to take advantage of the resources of a much larger university without leaving the area. Specific information is available from the USCA Graduate Office. Students interested in additional information concerning graduate programs should contact the Office of Graduate Studies in the Penland Administration Building, Room 101L.

**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 MBA degree. The program requirements are those of the full-time MBA Program on the Columbia campus of USC. Most classes are broadcast over a closed-circuit viewing system to the Aiken campus. 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.

## CONTINUING EDUCATION

**The Office of Continuing Education** supports USC Aiken's mission of serving the public by making available its resources to the community at large. The Continuing Education Department serves a wide variety of external and internal audiences in a cost effective and customer service oriented manner with a shared commitment to excellence.

Continuing Education offers a wide variety of programs: conferences, lectures, workshops, teleconferences, and non-credit short courses. Courses are primarily designed for those individuals who wish to acquire new skills or upgrade their current skills. Businesses may contract with Continuing Education to provide custom designed training programs. Summer programs are designed for children and youth to challenge their bodies and minds. An educational travel program is offered for those who wish to expand their horizons. The Academy for Lifelong Learning offers an educational outlet for those mature persons who look forward to a full life as they grow older. The SeniorNet program offers computer training courses including Introduction to Computers to Genealogy for those 50 years of age or older. For more information concerning course offerings and activities, contact the Office of Continuing Education in the Business and Education Building, Office 100.

## USC DISTANCE EDUCATION

A **Distance Education Program** offers classes for undergraduate and graduate credit. The course work is designed to meet educational needs of adults with busy professional and personal schedules. Students may study at home using the web, VHS videocassettes and audiocassettes or by viewing local South Carolina Educational Television broadcasts. As an ITFS (Instructional Television Fixed Service) site, classes held in other locations are viewed on the Aiken campus.

## PRE-LAW

Students who are interested in pre-legal education may enroll in one of several bachelor's degree programs at USCA. For pre-law advisement and for information on preparing for the Law School Admissions Test, students should contact Dr. Carol Botsch, in H&SS C-5.

## GRADUATE PROGRAMS

Discipline	Major Numbers	Graduate Degree	Degree Numbers
Educational Technology	389	Master of Education	74
Elementary Education	310	Master of Education	74
Applied Clinical Psychology	169	Master of Science	71

## BACCALAUREATE PROGRAMS (24 BACCALAUREATE DEGREES IN 34 PROGRAMS OF STUDY)

Discipline	Major Numbers	Undergraduate Degree	Degree Numbers
Biology	106	BA or BS	40, 41
Business Administration (area of concentration) Accounting (205) Finance (210) Management (220) Marketing (a) standard concentration (225) Marketing (b) optional concentration - Golf Course Services (760)	991	BS in Business Administration	46
Chemistry	109	BS	41
Communications	640	BA	40
Early Childhood Education	311	BA in Education	48
Elementary Education	310	BA in Education	48
Secondary Education Biology (106) Chemistry (109) English (115) Mathematics (145) Comprehensive Science (759) Comprehensive Social Studies (758)	373	BA or BS in Education	48, 49
Special Education	385	BA in Special Education	4C
English (area of concentration) English (Writing Concentration) (751) English (General) (990)	115	BA	40
Exercise and Sports Science (area of concentration) Athletic Training (755) Fitness Management (756) Basic Sciences (757)	334	BS	41
Fine Arts	127	BA	40
History	136	BA	40
Interdisciplinary Studies	910	BA in Interdisciplinary Studies BS in Interdisciplinary Studies	60 59
Math and Computer Science	140	BS	41
Industrial Mathematics	126	BS	41
Nursing (RN - 4 year)	050	BS in Nursing	52
(RN - completion program)	051	BS in Nursing	52
Political Science	157	BA	40
Psychology	160	BA or BS	40, 41
Sociology (area of concentration) Criminology and Criminal Justice (752) Human Social Services (753) General (990)	175	BA	40

## ASSOCIATE PROGRAM

Discipline	Major Numbers	Undergraduate Degree	Degree Numbers
Nursing (2 year)	961	AS in Technical Nursing	24

## MINORS AVAILABLE

<b>Discipline</b>	<b>Minor Numbers</b>	<b>School/Department Responsible</b>
Anthropology and Human Geography	877	Sociology
Art History	105	Visual and Performing Art
Biology	106	Biology and Geology
Business	991	Business Administration and Economics
Chemistry	109	Chemistry
Communications	640	Communications
Computer Science	108	Mathematical Sciences
Criminology and Criminal Justice	763	Sociology
Geology	124	Biology and Geology
History	136	History, Political Science, and Philosophy
International Relations		History, Political Science, and Philosophy
International Studies	139	History, Political science, and Philosophy
Literature	115	English
Mathematics	145	Mathematical Sciences
Music	148	Visual and Performing Arts
Philosophy	163	History, Political Science, and Philosophy
Political Science	157	History, Political Science, and Philosophy
Psychology	160	Psychology
Religious Studies	168	History, Political Science, and Philosophy
Sociology	175	Sociology
Spanish	184	Foreign Languages and Literatures
Studio Art	104	Visual and Performing Arts
Theatre	110	Visual and Performing Arts
Writing	115	English

# College of Humanities and Social Sciences

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S. Thomas Mack, College Coordinator

**S**ix departments comprise the College of Humanities and Social Sciences: Communications (interpersonal, public, organizational and mass communications and public relations); English (language and literature); Foreign Languages and Literatures; History, Political Science, and Philosophy (religious studies); Sociology (also including anthropology and geography); and Visual and Performing Arts (art history, art studio, dance, music and theatre).

The mission of the College of 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 communications, English, fine arts, history, interdisciplinary studies, political science, and sociology; offers minors in art, communications, criminology and criminal justice, English (both literature and writing), history, international relations, international studies, philosophy, political science, regional planning, religious studies, sociology, Spanish, and theatre.

**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 *USCA 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 15.

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.

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## DEPARTMENT OF COMMUNICATIONS

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Charmaine E. Wilson, Department Chair

### Associate Professors

Linda C. Owens (Journalism), M.A., University of South Carolina, 1982  
Charmaine E. Wilson (Speech Communication), Ph.D., University of Washington, 1986

### Assistant Professor

Yanrong Chang (Communication), Ph.D., University of Iowa, 2002

### Senior Instructor

Don J. Stewart (Speech Communication), M.A., University of North Carolina-Greensboro, 1984

### Lecturer

Nancy Barkley (Speech Communication), Ph.D., Wayne State University, 1971

### Teaching Associate

Deidre M. Martin (Curriculum and Instruction), Ed.D., University of South Carolina, 1995

### Distinguished Professor Emerita

Sandra Hochel (Speech Communication), Ph.D., Purdue University, 1973

## Department Mission Statement

The communications degree program is designed to give students a thorough understanding of fundamental communication processes across a variety of contexts, ranging from the interpersonal context, to the small group and organizational contexts, to the public and mass communication contexts. We strive to provide our students with an understanding of communication theories, principles, functions, and concepts and with a range of systematic communication experiences in order to help them develop their communication and critical thinking skills. The program is structured to prepare students for advanced study as well as a wide range of careers in business, industry, and the nonprofit sector.

The educational objectives of the program are to provide majors with learning experiences which will enable them to:

1. Demonstrate an understanding of the communication discipline's areas of study as well as the theories, principles and concepts associated with different areas of study;
2. Critically analyze and evaluate the communication of themselves and others across a variety of situations;
3. Develop an understanding of the situational, cultural, legal and ethical aspects of communicative acts;
4. Use their communication knowledge and skills to:
  - a. communicate ideas and information clearly and accurately, whether one-to-one, in small groups, or in a one-to-many setting;
  - b. communicate persuasively whether one-to-one, in small groups, or in a one-to-many setting;

- c. deliberate and solve problems, whether one-to-one, in small groups, or in a one-to-many setting;
- 5. Demonstrate effective interpersonal communication skill, both verbal and non-verbal, when interacting with others; and
- 6. Demonstrate an ability to communicate effectively in writing, considering both verbal and visual communication.

### Students' Opportunities In Communications Outside the Classroom

**Media Internships:** Gain hands-on experience at local or state newspapers, local broadcast radio and television stations, state agencies or the Student Press Law Center in Washington, D.C.

**Service Learning Internships:** Apply the principles of effective communication while providing community service.

**South Carolina Speech Festival:** Showcase public speaking skills.

**Pacer Times weekly student newspaper:** Learn writing, design, photography and business/advertising.

**Broken Ink, literary magazine:** Use creative skills for layout and design.

### Scholarships

Five academic scholarships are offered each year for students seeking the Communications degree. Scholarship applications must be submitted early each year in the Spring semester for the next year's scholarships. See information from the Financial Aid office on scholarship applications.

### Curricula

The Bachelor of Arts degree with a major in Communications is a liberal arts degree designed to enhance understanding of communication processes and develop communications skills, so students are prepared for a wide range of roles in the communication fields. It prepares students with an adequate background for graduate studies in a number of different liberal arts disciplines including journalism, speech communication, and mass communication. Students majoring in Communications examine communication processes in interpersonal, small group and public settings and within organizations, in cultures and in the mass media. Upon graduation, Communication majors are well-prepared for a number of diverse professions such as those in media, business, social and human services, education, health care and government and politics.

For students wishing a more specialized degree in Journalism, the first courses leading to that degree may be taken at USC Aiken in coordination with the nationally-accredited College of Journalism and Mass Communication on the Columbia campus. The number of courses which can be taken at USCA depends on the area of specialty: news-editorial, including newspapers, magazines and photography; radio and television broadcasting; and public relations and advertising. Journalism students also have the opportunity to gain practical experience by working on the campus newspaper, *Pacer Times*.

### Bachelor of Arts—Major in Communications

<b>1. General Education Requirements</b> .....	<b>50-52</b>
<b>A. Skills and Competencies</b> <sup>1</sup> .....	<b>21-23</b>
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature .....	6
Math/Statistics/Logic .....	3
Applied Speech Communication(ACOM 201) <sup>3</sup> .....	6-8
Foreign Language <sup>4</sup> .....	6-8
<b>B. Methods and History of Disciplines</b> <sup>5</sup> .....	<b>29</b>
Natural Sciences .....	8
Biology, Chemistry, Physics, Geology, Astronomy (2 labs) .....	6
Social and Behavioral Sciences (two areas) .....	9
Psychology, Sociology, Anthropology, Economics, Political Science, Geography .....	9
Humanities (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Foreign Language (200 level and above) Communications (last two digits in 50s or 60s) History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Major Requirements</b> <sup>3</sup> .....	<b>36</b>
<b>Core Courses Requirement</b> .....	<b>18</b>
ACOM 200 Survey of Communications	
ACOM 241 Public Speaking	
ACOM 303 Communications Law and Ethics	
ACOM 376 Communications Graphics	
ACOM 450 Intercultural Communication	
ACOM 548 Directed Internship (3) OR ACOM 549 Service Learning Internship (3)	
<b>Core Communications Electives</b> .....	<b>6</b>
ACOM 328 Principles of Public Relations	
ACOM 342 Interviewing	
ACOM 385 Group Communication	
ACOM 476 Advanced Communications Graphics	
ACOM 480 Organizational Communication	
<b>Advanced Communications Requirement</b> <b>(Select one of the two groups)</b> .....	<b>6</b>
Group A: ACOM 235 Writing for the Public ACOM 335 Advanced Writing for the Public	
Group B: ACOM 351 Persuasive Communications ACOM 353 Advanced Public Communication ACOM 440 Argumentation and Debate	
<b>General Communications Electives</b> .....	<b>6</b>
<b>3. Cognate or Minor</b> .....	<b>12-18</b>
<b>4. Free Electives</b> .....	<b>14-22</b>
<b>Total hours required</b> <sup>5</sup> .....	<b>120</b>

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.

<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

<sup>3</sup> Must earn a C or better.

<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>5</sup> At least 3 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.



## Minor in Communications

### General Education Requirements:

ACOM 201 - Interpersonal Communication (C or better) - should be taken as the applied speech communication general education requirement.

### Minor Requirements<sup>1</sup>:

ACOM 200 Survey of Communications .....	3
ACOM 241 Public Speaking .....	3
Select two courses in one of the following groups: .....	6
A. Advanced Interpersonal Communication	
ACOM 385 Group Communication	
ACOM 450 Intercultural Communication	
ACOM 480 Organizational Communication	
B. Advanced Public Communication	
ACOM 351 Persuasive Communications	
ACOM 353 Advanced Public Communication	
ACOM 440 Argumentation and Debate	
C. Advanced Media Writing	
ACOM 235 Writing for the Public	
ACOM 328 Principles of Public Relations	
ACOM 335 Advanced Writing for the Public	
Two additional communication courses .....	6

**Total hours required<sup>1,2</sup> .....** 18

<sup>1</sup> All courses in the minor must be passed with a C or better.

<sup>2</sup> No more than three hours of independent study will count toward the minor requirement.

## Course Descriptions

### Communications (ACOM)

**Applied Speech Communication Requirement.** Students seeking a baccalaureate degree must complete an applied course in speech communication as part of the general education requirements. The following four courses are considered applied speech communication courses: ACOM 201, 241, 342, and 440. Some majors may require a specific course, so students should consult the requirements for each major.

**General Education Humanities Requirement.** Certain communications 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, ACOM 351, Persuasive Communications, will meet the requirement but ACOM 385, Group Communications, will not.

**ACOM 200 Survey of Communications. (3)** A study of the theories, principles, history, philosophies, and functions of media and other forms of communications. (Students who earned credit for AJOU 201 or 301 may not take this course for credit.)

**ACOM 201 Interpersonal Communication. (3)** (Sophomore standing or consent of instructor) 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. (Students who have earned credit for ASPE 201 may not take this course for credit.)

**ACOM 235 Writing for the Public. (3)** (Prereq: AEGL 102 with C or better; typing proficiency) Study of and practice in writing for mass audiences, especially in such publications as newspapers, magazines, and newsletters. (Students who have earned credit for AJOU 202 or 301L may not take this course for credit.)

**ACOM 241 Public Speaking. (3)** (Prereq: AEGL 102 or consent of instructor) A course in the theory, preparation, delivery, and evaluation of public speaking. This course may satisfy the applied speech communication requirement. (Students who have earned credit for ASPE 241 may not take this course for credit.)

**ACOM 302 History and Philosophy of Mass Media in the United States. (3)** Development of the mass media in the United States from colonial times to the present. The effects of American social, cultural, political, and economic theory on the media. (Students who have earned credit for AJOU 302 may not take this course for credit.)

**ACOM 303 Communications Law and Ethics. (3)** A study of the history of constitutional and statutory law for communications, and of the ethics used as underlying principles of conduct. (Students who have earned credit for AJOU 303 may not take this course for credit.)

**ACOM 305 Editing Skills. (3)** (Prereq: AEGL 102). Techniques required in preparing articles for publication. (Students who have earned credit for AJOU 305 may not take this course for credit.)

**ACOM 325 Principles of Advertising. (3)** Advertising and its relationship to media, marketing and consumers. (Students who have earned credit for AJOU 368 may not take this course for credit.)

**ACOM 328 Principles of Public Relations. (3)** (Prereq: ACOM235/AJOU 202 or consent of instructor) 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. (Students who have earned credit for AJOU 328/328L may not take this course for credit.)

**ACOM 335 Advanced Writing for the Public. (3)** (Prereq: ACOM 235/AJOU 202) Extensive practice in writing under deadline pressure for newspapers, magazines, and newsletters. (Students who have earned credit for AJOU 335/335L may not take this course for credit.)

**ACOM 342 Interviewing. (3)** Designed to acquaint the student with principles and methods of interviewing and to assist the student in developing skills in conducting interviews. This course may satisfy the applied speech communication requirement. (Students who have earned credit for ASPE 342 may not take this course for credit.)

**ACOM 351 Persuasive Communications. (3)** (Prereq: ACOM/ASPE 241 or consent of instructor) This course will provide an in-depth examination of the process and functions of persuasive communications. Topics will include classical and contemporary theories of persuasion, critical evaluations of persuasive messages and the ethics of persuasion. (Students who have earned credit for ASPE 341 may not take this course for credit.)

**ACOM 353 Advanced Public Communication. (3)** (Prereq: ACOM/ASPE 241 or consent of instructor) A study of rhetorical theory with a focus on the preparation and delivery of public speeches and on the critical examination of the rhetoric of notable speakers. (Students who have earned credit for ASPE 343 may not take this course for credit.)

- ACOM 376 Communications Graphics. (3)** Production of printed materials using computer desktop publishing. Basic instruction on design and layout for publications. Emphasis on visual communications in printed media. (Students who have earned credit for AJOU 466 may not take this course for credit.)
- ACOM 377 Graphic Production. (3)** (Prereq: ACOM 376/AJOU 466) A study of typography, methods of reproducing printed materials, and the process of working with printing agencies. Students gain practice in creating materials camera-ready for printing. (Students who have earned credit for AJOU 364/364L may not take this course for credit.)
- ACOM 385 Group Communication. (3)** 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. (Students who have earned credit for ASPE 498-E: Group Communication, may not take this course for credit.)
- ACOM 399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.
- ACOM 430 Feature Writing. (3)** Non-fiction creative writing for magazines and newspapers. (Students who have earned credit for AJOU 430 may not take this course for credit.)
- ACOM 433 Free-Lance Writing. (3)** Study of newspaper and periodical features. Practice in writing and marketing articles. (Students who have earned credit for AJOU 433 may not take this course for credit.)
- ACOM 436 Public Relations Writing. (3)** (Prereq: ACOM 328 or AJOU 328/328L or consent of instructor) Special areas of writing for Public Relations. (Students who have earned credit for AJOU 436 may not take this course for credit.)
- ACOM 440 Argumentation and Debate. (3)** This course deals with constructing, evaluating, and analyzing arguments and provides the opportunity to acquire and practice the skills needed for successful argumentation and debate. This course may satisfy the applied speech communication requirement. (Students who have earned credit for ASPE 440 may not take this course for credit.)
- ACOM 450 Intercultural Communication. (3)** 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) (Students who have earned credit for ASPE 470 may not take this course for credit.)
- ACOM 462 Political Rhetoric. (3)** In order to become more sophisticated and critical consumers of political and campaign rhetoric, both classical and contemporary, students will learn to engage in in-depth analysis of political messages.
- ACOM 476 Advanced Communications Graphics. (3)** (Prereq: ACOM376/AJOU 466) Advanced methods in the use of graphics to communicate in a variety of media/methods, including printed materials, broadcast media, presentations, and electronic formats. (Students who have earned credit for AJOU 476 may not take this course for credit.)
- ACOM 480 Organizational Communication. (3)** (Prereq: junior standing) A survey of theory and research related to the structure and function of communication in organizations, with emphasis on both effective organizational communication practices and strategic communication behavior within organizations. (Students who have earned credit for ASPE 480 may not take this course for credit.)
- ACOM 490 Communication Theory and Research. (3)** (Prereq: junior standing and ACOM/ASPE 201 or ACOM/ASPE 241) A study of the major theoretical approaches to intrapersonal, interpersonal, organizational, group, mass, and public communication. Development and testing of theories will be a major component of the course. (Students who have earned credit for ASPE 490 may not take this course for credit.)
- ACOM 498 Selected Topics. (1-3)** A seminar on selected topics in communications. Course content will vary and will be announced in the schedule of classes. Course may be taken twice with different topics.
- ACOM 548 Directed Internship. (1-3)** (Prereq: consent of instructor and successful completion of Rising Junior Writing Proficiency Portfolio) Supervised professional experience in communications. Contract required. (May be repeated for a maximum of 6 credit hours.)
- ACOM 549 Service Learning Internship. (1-3)** (Consent of instructor and successful completion of Rising Junior Writing Proficiency Portfolio) The course provides the opportunity to apply principles of effective communication in community service projects. In addition to the work in a community charitable organization, a paper synthesizing the theories and principles of communication relevant to the community service project is required. Contract required. May be repeated for a maximum of 6 hours.
- ACOM 598 Advanced Selected Topics. (1-3)** (Prereq: consent of instructor) Topics in communications. Individual topics to be announced with suffix and title. Course may be taken twice with different topics.

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## DEPARTMENT OF ENGLISH

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S. Thomas Mack, Department Chair  
Karl F. Fornes, Writing Room Director  
Lynne Rhodes, Writing Assessment Director

### Professors

J. Donald Blount (Comparative Literature), Ph.D., University of South Carolina, 1973  
Phebe E. Davidson (English), Ph.D., Rutgers University, 1991  
*Carolina Trustees Professor for 2001-2002*  
*G. L. Toole Chair in English*  
Stephen L. Gardner (English), Ph.D., Oklahoma State University, 1979  
Sue Lorch (English), Ph.D., University of Louisville, 1976  
S. Thomas Mack, (English), Ph.D., Lehigh University, 1976  
J. Stanley Rich (English), Ph.D., University of Alabama, 1979

### Associate Professors

William Claxon (English), Ph.D., Indiana University, 1984  
Daniel Miller (English), Ph.D., University of Massachusetts, 1970

### Assistant Professor

Lynne A. Rhodes (English), Ph.D., University of South Carolina, 1996

### Senior Instructor

Iлона Ilinitich Law (English), M.A., New York University, 1974

### Instructors

Karl F. Fornes (English), M.A., University of Dayton, 1992  
Linda Lee Harper (English), M.F.A., University of Pittsburgh, 1985

### Lecturers

Silvia Powledge (ESL), M.S., Texas Wesleyan University, 1992  
Gregory White Smith (English), A.B., Colby College, 1973  
Marva LaVern Stewart (English), M.A., Atlanta University, 1978  
Pauline Zidlick (English), M.A.T., The Citadel, 1972

### Distinguished Professor Emerita

Ann Adele Lee (Comparative Literature), Ph.D., University of South Carolina, 1978

## Department Mission Statement

The USCA 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.

**The Writing Room.** The Writing Room, located in Humanities and Social Sciences Building 112, is open to all USCA undergraduate and graduate students seeking feedback on any of their written projects. Students are welcome to "drop-in" 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 extension 3262 or visit the On-line Writing Room at <http://www.usca.edu/writingroom/>.

**Special Courses.** In addition to regular course offerings, the English Department also offers special topics and special interest courses. Some of these courses, such as creative writing, are offered on a regular basis, while others can be offered when there is sufficient student demand.

**The Oswald Review.** The USCA Department of English sponsors *The Oswald Review*, a national journal of undergraduate research and criticism in the discipline of English. Published annually, *The Oswald Review*, is a refereed journal that accepts submission from undergraduates in the field of English in this country and abroad. For more information, visit the journal homepage at the following address: <http://www.usca.edu/english/oswald/oswald.html>

**Broken Ink.** The English Department supports *Broken Ink*, USCA's award winning literary magazine. The magazine, produced entirely by student staff and contributors, is published twice annually and offers students from all departments the opportunity to publish their creative writing and art, as well as provide experience in editing, layout, and magazine production.

**Sigma Tau Delta.** The English Department sponsors 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 degrees in English Education or Interdisciplinary Studies with an English concentration.

**Oswald Freshman Writing Award.** The Oswald Freshman Writing Award is presented annually on a competitive basis to a first-year student who demonstrates excellence in expository writing. The award is a 500-hundred-dollar 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 USCA: depth of thought, clarity of expression and command of language.

**Oswald Creative Writing Award.** Through the generosity of James L. Oswald of Aiken, the Oswald Creative Writing Award is offered annually on a competitive basis to a full-time student at USCA whose work demonstrates superior achievement in creative writing.

**James and Mary Oswald Distinguished Writers Series.** Each year the English Department brings to Aiken a number of distinguished visiting writers. Also, the series typically presents younger, less established artists, having showcased many talented writers at the beginning of their careers. During the past ten years, such significant literary personalities as Nikky Finney, Peter Taylor, Marge Piercy, Mark Strand, Donald Hall, Alison Lurie, and Robert Creeley have given public readings and have met with USCA students. All presentations by visiting writers are free and open to the public.

**The Devil's Millhopper.** The English Department is the home of TDM Press, an internationally recognized small publisher founded in 1976 and edited by Stephen Gardner. The Press conducts several annual poetry competitions, the winners of which are published as chapbooks.

**Palanquin Press.** Founded by editor Phebe Davidson in 1987, Palanquin publishes occasional full-length volumes of poems. This small poetry press is devoted to the publication of new and established poets. The press has published books by Lawrence Raab, Stephen Dunn, John Repp, Carol Frith and Lois Marie Harrod, among others.

**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. The Department of English maintains an ongoing internship arrangement with both *The Aiken Standard* and the Aiken Center for the Arts. Interested students should see the Department Chair for more information.

The Rising Junior Proficiency Portfolio in Writing required of all students is described within the General Education Requirements on page 45.

## 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 and technical writing.

A grade of C or better in English 102, or its equivalent, is a prerequisite for all other English courses.

### Bachelor of Arts—Major in English

<b>1. General Education Requirements</b> .....	<b>50-52</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>21-23</b>
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
Math/Statistics/Logic .....	6
Applied Speech Communication <sup>3</sup> .....	3
Foreign Language <sup>4</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>5</sup></b> .....	<b>29</b>
Natural Sciences .....	8
Biology, Chemistry, Physics,	
Geology, Astronomy (2 labs)	
Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology,	
Economics, Political Science, Geography	
Humanities (at least two areas) .....	9
Philosophy (not logic),	
History, Literature, Fine Arts History,	
Humanities (AHUM acronym), Religion,	
Foreign Language (200 level and above)	
Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Survey Requirements</b> .....	<b>12</b>
AEGL 284, 285, 288, and 289	
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 classes.	
<b>3. Major Requirements (300 level or above)</b> .....	<b>24</b>
One course from each of the following areas:	
Area I:	
British Literature	
(AEGL 401, 408, 409, 411, 412, 416, 417, 419, 423,	
424)	
Area II:	
American Literature	
(AEGL 425, 426, 427, 428, 430, 431, 449)	
Area III:	
Major Author Studies (AEGL 494)	

Area IV:	
Linguistics (AEGL 301, 450, 453, 459)	
Area V:	
World Literature and Areas of Interest	
(AEGL 389, 390, 391, 393, 394, 415,	
434, 435, 474, 483, 484, 491)	
Area VI:	
Writing (AEGL 460, 461, 462, 463, 464, 466, 468, 469)	
Area VII:	
Shakespeare (AEGL 407)	
Area VIII <sup>6</sup> :	
Senior Thesis or Seminar	
(AEGL 496 or AEGL 499)	

<b>4. Electives in English</b> .....	<b>12</b>
Any four courses from areas I-VI, above	
<b>5. Required Cognate or Minor</b> .....	<b>12-18</b>
Cognate .....	12
Minor .....	18
<b>6. Electives</b> .....	<b>2-16</b>
<b>Total hours required<sup>5</sup></b> .....	<b>120</b>

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.

<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440. Some majors may require a specific course so students should consult requirements for their major.

<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>5</sup> At least 3 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.

<sup>6</sup> The proficiency portfolio in writing is a general education requirement that must be satisfied before any student attempts the senior Thesis or senior seminar requirements.

### Writing Concentration (option for English majors only)

Students wishing a degree program that is more writing intensive can supplement their major requirements with the following writing concentration. This concentration requires 3 hours of coursework in Theory and 9 hours of coursework in Practical Applications. Total required hours: 12.

#### **Theory (3 hours):**

AEGL 460 Advanced Composition .....	3
AEGL 484 Literacy and Literature .....	3
AEGL 468 Studies in Writing* .....	3
AEGL 469 Rhetoric of Science .....	3

#### **Practical Applications (9 hours):**

AEGL 461 Writing About the Arts .....	3
AEGL 462 Technical Writing .....	3
AEGL 463 Writing Workshop - Nonfiction .....	3
AEGL 464 Writing Workshop - Poetry .....	3
(may be repeated for a maximum of 6 hours)	
AEGL 466 Writing Workshop - Fiction .....	3
(may be repeated for a maximum of 6 hours)	
AEGL 468 Studies in Writing* .....	3
AEGL 497 Directed Internship .....	3
(may be repeated for a maximum of 6 hours)	

<b>Total hours required</b> .....	<b>12</b>
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\* AEGL 468, Studies in Writing, is a special topics course that may apply to either Theory or to Practical Applications depending on the nature of the project defined by the student and instructor.

The English faculty recommends that students planning to attend graduate school take the second year of a foreign language. It is also advisable that the student take as electives as many upper-level English courses as possible.

Students seeking the bachelor's degree in English must earn a grade of C or better in all required English courses at the 200 level and above in order for those courses to count toward their major program. Students can repeat courses in which they make a grade of less than C.

English majors are limited to no more than 6 hours of AEGL 399 and/or AEGL 495 credit.

An exit survey is required of all graduating seniors.

### Minor in Literature

#### **Prerequisites:**

AEGL 101 Composition

AEGL 102 Composition and Literature

#### **Requirements:**

200 and 300 level courses, including at least one of the following surveys: ..... 6-9

AEGL 284 Survey of American Literature I

AEGL 285 Survey of American Literature II

AEGL 288 Survey of British Literature I

AEGL 289 Survey of British Literature II

AEGL 390 Great Books of the Western World I

AEGL 391 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<sup>1</sup> ..... 18**

<sup>1</sup> 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 Writing

The Writing Minor is designed for students who are **not** English Majors. Students wishing a minor in Writing must complete 6 hours of coursework in Theory and an additional 12 hours in Practical Applications. Total required hours: 18.

#### **Theory (6 hours):**

AEGL 460 Advanced Composition ..... 3

AEGL 484 Literacy and Literature ..... 3

AEGL 468 Studies in Writing\* ..... 3

AEGL 469 Rhetoric of Science ..... 3

#### **Practical Applications (12 hours):**

AEGL 461 Writing About the Arts ..... 3

AEGL 462 Technical Writing ..... 3

AEGL 463 Writing Workshop - Nonfiction ..... 3

AEGL 464 Writing Workshop - Poetry ..... 3

(may be repeated for a maximum of 6 hours)

AEGL 466 Writing Workshop - Fiction ..... 3

(may be repeated for a maximum of 6 hours)

AEGL 468 Studies in Writing\* ..... 3

AEGL 497 Directed Internship ..... 3

(may be repeated for a maximum of 6 hours)

ACOM 430 Feature Writing ..... 3

ACOM Freelance Writing ..... 3

**Total hours required ..... 18**

\* AEGL 468, Studies in Writing, is a special topics course that may apply to either Theory or to Practical Applications depending on the nature of the project defined by the student and instructor.

### Certificate Program in Writing

This post-baccalaureate, completion certificate program is designed for students who have already earned a college degree but are seeking coursework in writing for work-related purposes or for personal growth and satisfaction. Individuals wishing a Certificate in Writing from USCA must complete 15 hours of course work in writing of which at least three must be in theory. Entry requirements: interview with and portfolio to program director. Total required hours: 15.

#### **Theory:**

AEGL 460 Advanced Composition ..... 3

AEGL 468 Studies in Writing\* ..... 3

AEGL 484 Literacy and Literature ..... 3

AEGL 469 Rhetoric of Science ..... 3

#### **Practical Applications:**

AEGL 461 Writing About the Arts ..... 3

AEGL 462 Technical Writing ..... 3

AEGL 463 Writing Workshop - Nonfiction ..... 3

AEGL 464 Writing Workshop - Poetry ..... 3

(may be repeated for a maximum of 6 hours)

AEGL 466 Writing Workshop - Fiction ..... 3

(may be repeated for a maximum of 6 hours)

AEGL 468 Studies in Writing\* ..... 3

AEGL 497 Directed Internship ..... 3

(may be repeated for a maximum of 6 hours)

**Total hours required ..... 15**

\* AEGL 468, Studies in Writing, is a special topics course that may apply to either Theory or to Practical Applications depending on the nature of the project defined by the student and instructor.

### Add-On Teacher Certification in English

Students can earn certification in English through the "add-on" certification process. Interested students should consult with the Head 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: 201, 264, 460, 461, 462, 463, 464, 466, 468 and 469.

Applied writing courses cannot be used to satisfy General Education Requirements; see B.3 (Methods and History of Disciplines: Humanities).

### Course Descriptions

#### English Language and Literature (AEGL)

A student must complete English 102 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 102 concurrently with a higher-level English course.

**AEGL 101 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 AEGL 101 with a grade of C or better in order to fulfill English general education requirements. (Every semester)

**AEGL 102 Composition and Literature. (3)** (Prereq: a grade of C or better in AEGL 101) A course in the writing of expository and critical essays with an introduction to literature and including a research paper. Students must complete AEGL 102 with a grade of C or better in order to fulfill English general education requirements. (Every semester)

- AEGL 111 English as a Second Language. (3)** A course designed to offer practice in and promote further development of essential listening, speaking, reading and writing skills for those students for whom English is their second language. (May be repeated for credit up to 6 hours; may be taken concurrently with AEGL 101 or 102).
- AEGL 201 Writing in the University. (3)** (Prereq: Registration based on portfolio proficiency evaluation between 60-75 hours and grade of C or better in AEGL 101 and 102) An intensive writing course stressing applications of writing and rhetorical skills in a variety of academic writing contexts. For elective credit only. Students must complete the course with a grade of C or better to satisfy the rising junior writing proficiency requirement. (Every semester)
- AEGL 264 Introduction to Creative Writing. (3)** A beginning course in the theory and practice of writing poetry, fiction, and drama. (Every fall)
- AEGL 265 Writing Center Theory and Application. (3)** (Prereq: Consent of instructor) A survey and application of writing center and collaborative writing theories with specific emphasis on writing consultation and practice in the USCA Writing Room. (Repeatable to six hours.)
- AEGL 280 Contemporary Drama. (3)** A study of the nature and significance of contemporary drama.
- AEGL 281 The Novel to 1920. (3)** A study of significant novels in Western literature from the Renaissance to 1920. (Spring, odd years)
- AEGL 282 Contemporary Fiction. (3)** A study of the nature and significance of contemporary fiction.
- AEGL 283 Contemporary Poetry. (3)** A study of the nature and significance of contemporary poetry.
- AEGL 284 Survey of American Literature I. (3)** A study of American literature from its beginning to the Civil War. (Every fall)
- AEGL 285 Survey of American Literature II. (3)** A survey of American literature from the Civil War to the present. (Every spring)
- AEGL 288 Survey of British Literature I. (3)** Extensive reading in the works of major writers from the Beowulf poet through the 17<sup>th</sup> century. (Every fall)
- AEGL 289 Survey of British Literature II. (3)** Extensive reading in the works of major writers from the 18<sup>th</sup> century through the Modern Age. (Every spring)
- AEGL 290 Introduction to Women's Literature (3)** 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)
- AEGL 291 Introduction to Non-Western Literature. (3)** A study of selected literatures of non-Western cultural traditions. (Satisfies the non-Western world studies requirement; offered every semester)
- AEGL 301 Introduction to Human Language. (3)** ( Prereq: AEGL 102) 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. (Every spring)
- AEGL 389 Classical Mythology. (3)** 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 AEGL 110 may not take this course for credit.) (Spring, even years.)
- AEGL 390 Great Books of the Western World I. (3)** A comparative study (in translation) of great books from antiquity to the beginning of the Renaissance. (Fall, odd years)
- AEGL 391 Great Books of the Western World II. (3)** A comparative study (in translation) of great books from the Renaissance to the present. (Spring, even years)
- AEGL 393 Film and Society. (3)** (Prereq: AEGL 102 with C or better) Film as cultural text, with special emphasis on the relation between the film and its cultural/critical context. (Spring, even years)
- AEGL 394 Images of Women in Film & Fiction. (3)** A study of the evolving images of women as they are presented in film and fiction. (Fall, even years).
- AEGL 399 Independent Study. (3-6)** Directed independent study. A student chooses a project and finds a professor willing to work with him/her. (Every semester)
- AEGL 401 Chaucer. (3)** Chaucer's works, with special attention to *The Canterbury Tales*. (Spring, odd years)
- AEGL 407 Shakespeare. (3)** A study of the plays of Shakespeare. (Every spring)
- AEGL 408 Seventeenth Century British Literature. (3)** A survey of the major writers of the seventeenth century including Milton. The course concentrates on poetry and the broad cultural context in which it was produced. Some prose may be included.
- AEGL 409 Early British Drama. (3)** A survey of major dramatic works in England from its beginnings in the Middle Ages through the Jacobean Era. Excludes Shakespeare. (Fall, odd years)
- AEGL 411 The Eighteenth Century. (3)** A survey of British literature from 1660 to 1800.
- AEGL 412 Contemporary British Fiction. (3)** A study of representative contemporary British writers of the latter half of the 20<sup>th</sup> Century with special emphasis on the cultural context of the works and on developing criteria for evaluating contemporary writing. Includes such writers as Iris Murdoch and John Fowles. (Offered on demand)
- AEGL 415 Science Fiction. (3)** 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)
- AEGL 416 The British Novel. (3)** 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.)
- AEGL 417 Romanticism. (3)** A study of the 18<sup>th</sup> century transition from Classicism to Romanticism and of the 19<sup>th</sup> century masters: Wordsworth, Coleridge, Byron, Shelly and Keats. (Fall, even years)
- AEGL 419 The Victorian Age. (3)** A survey of Victorian prose and poetry. (Spring, odd years)

- AEGL 423** **Modern British Literature.** (3) A survey of 20<sup>th</sup> century British literature with representative readings from the poets, the dramatists and the novelists. (Fall, odd years)
- AEGL 424** **Studies in British Literature.** (3) Intensive study of selected topics. (Offered on demand)
- AEGL 425** **Early American Literature.** (3) 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)
- AEGL 426** **American Romanticism.** (3) 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)
- AEGL 427** **American Realism.** (3) 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)
- AEGL 428** **Modern American Writers.** (3) 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)
- AEGL 430** **Southern Literature.** (3) 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)
- AEGL 431** **American Autobiography.** (3) A survey of American autobiography that considers work by writers of various backgrounds, cultures and historical periods. (Offered on demand)
- AEGL 434** **The Russian Novel in Translation.** (3) A survey of the Russian novel from Pushkin to Pasternak, including such writers as Gogol, Tolstoy, Dostoyevsky, and Turgenev. (Offered on demand)
- AEGL 435** **African and African-American Literature.** (3) A Comparative study of representative African and African-American writers with special emphasis on the cultural context of the works. Includes such African writers as Achebe and Soyinka and such African-American writers as Ellison and Morrison. Satisfies the non-Western world studies requirement. (Offered on demand)
- AEGL 449** **Studies in American Literature.** (3) Intensive study of selected topics. (Offered on demand)
- AEGL 450** **English Grammar.** (3) Study of traditional, structural and generative systems of English. (Fall, even years)
- AEGL 453** **Development of the English Language** (3) 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)
- AEGL 459** **Studies in English Linguistics.** (3) Intensive study of selected topics. (Offered on demand)
- AEGL 460** **Advanced Composition.** (3) Extensive practice in different types of expository and persuasive nonfiction writing, along with an overview of rhetorical theory and current composition research. (Every fall)
- AEGL 461** **Writing About the Arts.** (3) 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)
- AEGL 462** **Technical Writing.** (3) Preparation for and practice in reporting technical information logically and lucidly for a variety of audiences.
- AEGL 463** **Writing Workshop - Nonfiction.** (3) Practice and discussion of the basic techniques of writing creative nonfiction, such as memoir, personal essay, nature essay, travel memoir, etc. (Offered on demand)
- AEGL 464** **Writing Workshop-Poetry.** (3) (Prereq: consent of instructor) Practice and discussion of basic techniques of writing poetry. May be repeated for a maximum of 6 credit hours. (Spring, odd years)
- AEGL 466** **Writing Workshop - Fiction.** (3) Practice and discussion of basic techniques of writing fiction. May be repeated for a maximum of 6 credit hours. (Spring, even years)
- AEGL 468** **Studies in Writing.** (3) (Prereq: AEGL 102 with C or better) Advanced theory and practice in selected genres. Choice of genres to be studied varies with instructor. (Offered on demand)
- AEGL 469** **Rhetoric of Science.** (3) An exploration of writing in the sciences, with an overview of current rhetorical theory applicable to the sciences and a contemporary critique of scientific writing.
- AEGL 474** **Recent Western Drama.** (3) Critical studies of English, European and American dramatists from Ibsen to the present. (Offered on demand)
- AEGL 483** **Theory of Literary Criticism.** (3) Various theories of literary criticism with aim of establishing standards of judgment. Includes practice of criticizing literary works, including the several types. (Every spring)
- AEGL 484** **Literacy and Literature.** (3) Explores the concepts of and relationships between literacy and literature in four media cultures: oral, manuscript, print, and electronic. (Fall, even years)
- AEGL 491** **Studies in Comparative Literature.** (3) Intensive studies in selected topics (Offered on demand).
- AEGL 494** **Studies in Major Authors.** (3) (Prereq: AEGL 102 with C or better) Intensive study of one or two major authors. This is a special topics course; choice of author or authors varies with instructor. (Offered on demand)
- AEGL 495** **Independent Reading and Research.** (3) (Prereq: consent of instructor)
- AEGL 496** **Senior Thesis.** (3) (Prereq: Senior standing, completion of at least 12 hours at the 300 level or above, permission of instructor and department chair, and successful completion of junior writing portfolio or AEGL 201). 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).

**AEGL 497 Directed Internship. (1-3)** (Prereq: Junior standing, consent of department) Supervised professional experience in writing. (May be repeated for a maximum of 6 credit hours)

**AEGL 499 Senior Seminar. (3)** (Prereq: Senior standing, completion of at least 12 hours at the 300 level or above, consent of instructor, and successful completion of junior writing portfolio or AEGL 201). 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).

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## DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

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R. L. Andrews, Department Chair

### Associate Professors

Stanley F. Levine (French/Latin), Ph.D., Stanford University, 1984  
Karl L. Stenger (German), Ph.D., Ohio State University, 1984

### Assistant Professors

Narciso J. Hidalgo (Spanish), Ph.D., Indiana University, 1999  
*Postdoctoral Mellon Fellowship at Oberlin College, 2002-2004*  
Beth Zeiss (Spanish), Ph.D., University of Texas Austin, 2001

### Instructor

R. L. Andrews (Spanish), M.A., University of Kentucky, 1990

### Lecturer

Silvia Powledge (ESL, Italian, Spanish), M.S., Texas Wesleyan University, 1992

### Distinguished Professor Emerita

Ann Adele Lee (Spanish, Comparative Literature), Ph.D., University of South Carolina, 1978

## Department Mission Statement

The Department of Foreign Languages and Literatures recognizes that we live in a world where there is an increasing need for effective communication among peoples of diverse ethnic and linguistic backgrounds. The departmental programs therefore strive to provide undergraduate students with communicative competence in a second language, understanding of and appreciation for other cultures, and insight into the experiences of other peoples.

## Curricula

USCA offers first-year courses of French, German, Italian, Latin, and Spanish as well as intermediate and advanced courses as demand warrants.

## Foreign Language Placement

Karl L. Stenger, Coordinator

Students who had two or more years of the language they plan to take **within the last four years** and passed the courses with a C or better **must enroll in 121.**

The following students should enroll in 101:

- students who are starting a new language;
- students who did not have two or more years of the language within the last four years and/or did not pass the courses with a C or better.

Students with more extensive foreign language experience who want to place into higher courses in order to receive extra credit should contact Dr. Karl Stenger, the Coordinator of Foreign Language Placement, and arrange to take the placement test.

- If they place into 122 and pass the course with an A or B, they will receive 4 additional credits for 121.
- If they place into a 200 level course and pass the course with an A or B, they will receive 8 additional credits for 121 and 122.

Students who place into 122 or above and who pass the course with a grade lower than B will receive credit for that course and will have fulfilled the foreign language requirement at USCA, but will not receive extra college credit.

## Waiver of Foreign Language Requirement for Bilingual Speakers

Students whose native language is other than English, and who have scored either 500 on the paper-based or 173 on the computer-based Test of English as a Foreign Language (TOEFL), 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 Foreign Language Placement Coordinator and the department/school head of the student's degree program.

The department encourages exempt students to use electives to pursue other language and cultural studies.

## The Language Learning Center

The Language Learning Center supports the integration of technology into language instruction and linguistic acquisition. Through methods such as aural-oral programs, video, and internet access, the Language Learning Center provides students with opportunities to acquire, develop, and practice effective communicative skills and to gain insight into and appreciation of diverse cultures and peoples. Students use the center to complete homework assignments and class projects.

The Language Learning Center is located in the Humanities and Social Sciences Building (Room 107) with open hours posted each semester.

## Tutoring Services

USC Aiken provides student-tutoring services for introductory French, German, and Spanish classes. For more information, contact the Office of Academic Support Services located in the library.



## Minor in Spanish

### Prerequisites

ASPA 122 Basic Proficiency in Spanish or placement

### Language Component ..... 9

ASPA 209<sup>1</sup> Spanish Composition and Grammar

ASPA 210<sup>1</sup> Spanish Conversation

ASPA 309 Intermediate Composition and Grammar, OR

ASPA 310 Intermediate Conversation

### Literature Component ..... 3

ASPA 302 Survey of Latin American Literature, OR

ASPA 488, 498 or any other literature course

### Culture Component ..... 3

ASPA 304 Peninsular Culture, OR

ASPA 305 Latin American Culture

### Spanish Elective ..... 3

Select one of the following:

ASPA 216 Business Spanish

ASPA 397 The Latin American Film Experience

ASPA 399 Independent Study

ASPA 488<sup>2</sup> Selected Non-Western Topics

ASPA 498<sup>2</sup> Selected Topics, OR

courses from Anthropology, History, Political Science which predominantly relate to Hispanic topics (must be approved by the Foreign Language Department Chair)

### Total hours required ..... 18

<sup>1</sup> Must receive a grade of C or better

<sup>2</sup> Any course not fulfilling above requirements

## 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 (209 and above) and pass the content-area exam of the National Teachers Examination can qualify for certification in Spanish. Students should consult with the Spanish program coordinator or the Head of the School of Education concerning specific requirements for add-on certification in Spanish.

## Course Descriptions

### Foreign Languages and Literatures

Language courses are sequential (101, 102; 121, 122; 201, 202); each lower numbered course is a prerequisite for the next one in the sequence. For entrance into any course except 101, the student must have taken the previous course or have advanced standing status. 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 101 after completing 102 with a grade of C or better will not be allowed.)

Courses taught in translation (such as 325, 388, 397, or 398) do not have a foreign language prerequisite and cannot be used to satisfy the foreign language requirement.

### Foreign Languages (AFOR)

**AFOR 101 Selected Languages. (4)** Fundamentals of language through speaking, listening, reading, and writing. Specific languages (Portuguese, Russian, Japanese, and others) will be offered as demand warrants. Courses will be announced in the schedule of classes by suffix and title.

**AFOR 102 Selected Languages. (4)** (Prereq: a grade of C or better in AFOR 101) Continued study of the fundamentals of language through speaking, listening, reading, and writing. Specific languages (Portuguese, Russian, Japanese, and others) will be offered as demand warrants. Courses will be announced in the schedule of classes by suffix and title.

**AFOR 395 Topics in Selected Languages. (1-4)** (Prereq: as determined by topic) Study of selected topics in language, literature and culture. Course content varies and will be announced in the schedule of classes by suffix and title.

### French (AFRE)

**AFRE 101 Beginning French I. (4)** (Prereq: only for students who did not have two years of the same foreign language within the last four years and/or passed the courses with less than a C) Fundamentals of the language through speaking, listening, reading and writing. Admission to 101 restricted to those who have never studied French previously at the secondary level or above. (Fall)

**AFRE 102 Beginning French II. (4)** (Prereq: a grade of C or better in AFRE 101) Continued study of the fundamentals of the language through speaking, listening, reading and writing. (Spring)

**AFRE 121 Elementary French. (4)** (Prereq: two years of the same foreign language within the last four years with a grade of C or better) Review of fundamental communication skills. Assumes a minimum of 2 years high school level experience in French. (Fall)

**AFRE 122 Basic Proficiency in French. (4)** (Prereq: a grade of C or better in AFRE 102 or 121 or placement examination) Practice and further development of essential listening, reading, speaking and writing skills. Admission either by placement examination or successful completion of French 102 or 121. (Spring)

**AFRE 201 Intermediate French. (3)** (Prereq: AFRE 122 or advanced standing in the language) Review of the basic principles of grammar with emphasis on reading, writing and oral skills.

**AFRE 202 Intermediate French. (3)** (Prereq: AFRE 201 or advanced standing in the language) Continued review of the basic principles of grammar with emphasis on reading, writing and oral skills.

**AFRE 388 Selected Non-Western Topics in Translation. (3)** (Prereq: AEGL 102) 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 foreign language requirement. No previous knowledge of French necessary. (Satisfies the non-Western world studies requirement.)

**AFRE 395 Selected Topics. (1-4)** (Prereq: AFRE 201, permission of instructor, or advanced standing in the language) Intensive study of selected topics of French and the French-speaking world, with specific topics announced for each offering of the course.

**AFRE 398 Selected Topics in Translation. (3)** (Prereq: AEGL 102) 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.

**AFRE 399 Independent Study. (1-6)** (Prereq: permission of instructor)

## German (AGER)

- AGER 101 Beginning German I. (4)** (Prereq: only for students who did not have two years of the same foreign language within the last four years and/or passed the courses with less than a C) Fundamentals of the language through speaking, reading and writing. Admission to 101 restricted to those who have never studied German at the secondary level or above.
- AGER 102 Beginning German II. (4)** (Prereq: a grade of C or better in AGER 101) Continued study of the fundamentals of the language through speaking, listening, reading and writing.
- AGER 121 Elementary German. (4)** (Prereq: two years of the same foreign language within the last four years with a grade of C or better) Review of fundamental communication skills. Assumes a minimum of 2 years high school level experience in German.
- AGER 122 Basic Proficiency in German. (4)** (Prereq: a grade of C or better in AGER 102 or 121 or placement examination) Practice and further development of essential listening, reading, speaking and writing skills. Admission either by placement examination or successful completion of German 102 or 121.
- AGER 201 Intermediate German. (3)** (Prereq: AGER 122 or placement examination) Review of the basic principles of grammar with emphasis on reading writing and oral skills.
- AGER 202 Intermediate German. (3)** (Prereq: AGER 201 or advanced standing in the language) Continued review of the basic principles of grammar with emphasis on reading, writing and oral skills.
- AGER 395 Selected Topics. (1-4)** (Prereq: AGER 122, permission of instructor, or advanced standing in the language) Intensive study of selected topics of German and the German-speaking world, with specific topics announced for each offering of the course.
- AGER 397 German Film. (3)** (Prereq: AEGL 102) 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.
- AGER 398 Selected Topics in Translation. (3)** (Prereq: AEGL 102) 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.
- AGER 399 Independent Study. (1-6)** (Prereq: permission of instructor)

## Italian (AITL)

- AITL 101 Beginning Italian I. (4)** Fundamentals of the language through speaking, listening, reading, and writing. Assumes no prior knowledge of the language.
- AITL 102 Beginning Italian II. (4)** (Prereq: a grade of C or better in AITL 101) Continued study of the fundamentals of the language through speaking, listening, reading, and writing.

**AITL 201 Intermediate Italian. (3)** (Prereq: a grade of C or better in AITL 102 or by placement examination) Practice and further development of listening, reading, speaking, and writing skills.

**AITL 395 Selected Topics. (1-4)** (Prereq: AITL 201 or permission of instructor) Intensive study of selected topics in language, literature and culture with specific topics announced for each offering of the course.

**AITL 398 Selected Topics in Translation. (3)** (Prereq: AEGL 102) Intensive study of selected topics in literature and culture. Specific topics to be announced each semester/year. May be repeated with permission of instructor.

## Latin (ALAT)

**ALAT 101 Introductory Latin. (4)** Fundamentals of the language, with an emphasis on reading Latin as well as enriching one's English vocabulary. The evolution of modern European languages out of Latin will also be studied.

**ALAT 102 Introductory Latin. (4)** (Prereq: a grade of C or better in ALAT 101) Continued study of the fundamentals of Latin.

**ALAT 122 Basic Proficiency in Latin. (4)** (Prereq: a grade of C or better in ALAT 102 or advanced standing in the language) Continued study of the Latin language, with an emphasis on reading Latin as well as enriching one's English vocabulary and grammatical sensitivity. The course will complete the explanation of the main points of Latin grammar and will provide opportunities to read authentic Latin texts.

**ALAT 395 Selected Topics. (1-4)** (Prereq: sophomore standing) Reading and study of selected classical topics in language, literature and culture. Course content varies and will be announced in the schedule of classes by suffix and title.

**ALAT 399 Independent Study. (1-6)** (Prereq: permission of instructor)

## Spanish (ASPA)

**ASPA 101 Beginning Spanish I. (4)** (Prereq: only for students who did not have two years of the same foreign language within the last four years and/or passed the courses with less than a C) Fundamentals of the language through speaking, listening, reading and writing. Admission to 101 restricted to those who have never studied Spanish at the secondary level or above. (Also offered during the Summer)

**ASPA 102 Beginning Spanish II. (4)** (Prereq: a grade of C or better in ASPA 101) Continued study of the fundamentals of the language through speaking, listening, reading and writing. (Also offered during the Summer)

**ASPA 121 Elementary Spanish. (4)** (Prereq: two years of the same foreign language within the last four years with a grade of C or better) Review of fundamental communication skills. Assumes a minimum of 2 years high school level experience in Spanish. (Fall)

**ASPA 122 Basic Proficiency in Spanish. (4)** (Prereq: a grade of C or better in ASPA 102 or 121 or placement examination) Practice and further development of essential listening, reading, speaking and writing skills. Admission either by placement examinations or successful completion of Spanish 102 or 121. (Spring)

- ASPA 209** **Spanish Composition and Grammar. (3)** (Prereq: ASPA 122 or placement examination) An intensive review and concentration on key areas of grammar and written expression in Spanish, as well as further vocabulary expansion. Readings from Hispanic culture and vocabulary units will form the basis for compositions. Some oral/aural work to increase accuracy.
- ASPA 210** **Spanish Conversation. (3)** (Prereq: ASPA 122 or placement examination) Oral-aural practice in spoken Spanish with emphasis on fundamental conversational skills, vocabulary expansion, pronunciation, intonation, fluidity, and comprehension. Discussion of readings in Hispanic culture to provide conversational context and to increase vocabulary. Some written work to increase accuracy.
- ASPA 216** **Spanish for Business. (3)** (Prereq: ASPA 122 or consent of instructor) The course is an oral-written proficiency based language course and aims to integrate the Spanish language study with the general study of business practices in Spanish and Latin American contexts. An upper level Spanish language course with business as the content-base and a particular focus on the linguistic acquisition of the Spanish language for the purpose of conduction commercial negotiations.
- ASPA 217** **Spanish for Public Service. (3)** (Prereq: ASPA 209; may be taken concurrently with ASPA 209) 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 and focuses on a multicultural awareness and understanding of Latino attitudes. The course assumes a basic understanding of Spanish grammar and Preterit vs Imperfect verbs. Taught in Spanish.
- ASPA 301** **Survey of Peninsular Literature. (3)** (Prereq: ASPA 209 or advanced standing in the language) Reading and discussion of the classic literary works of Spain. Critical analysis of works in their cultural, historical and literary context. Taught in Spanish.
- ASPA 302** **Survey of Latin American Literature. (3)** (Prereq: ASPA 209 or advanced standing in the language) Reading and discussion of representative literary works from the pre-Columbian encounter to the present. Critical analysis of works in their cultural, historical and literary context. Taught in Spanish. (Satisfies the non-Western world studies requirement).
- ASPA 304** **Peninsular Culture. (3)** (Prereq: ASPA 209, 210 or advanced standing in the language) Study of the basic historical, political, social, economic, and religious issues important to the forging of the cultural identity and heritage of Spain. Taught in Spanish.
- ASPA 305** **Latin American Culture. (3)** (Prereq: ASPA 209, 210 or advanced standing in the language) Taught in Spanish. Study of the basic historical, political, social, economic, and religious issues important to the forging of the cultural identity and heritage of Latin America. (Satisfies the non-Western world studies requirement.)
- ASPA 309** **Intermediate Composition and Grammar. (3)** (Prereq: ASPA 209 or advanced standing in Spanish) A review of Spanish structure, verbs, idioms, and vocabulary with an introduction to stylistics. Readings from Hispanic texts will form the basis for compositions. Some aural/oral work to increase accuracy.
- ASPA 310** **Intermediate Conversation. (3)** (Prereq: ASPA 209, 210 or advanced standing in Spanish) Practice in spoken Spanish with an emphasis on vocabulary, verb forms, intonation, pronunciation, and comprehension. Readings from Hispanic texts will form basis for conversations. Some written work to increase accuracy.
- ASPA 325** **Hispanic Cultures and Identities. (3)** (Prereq: AEGL 102) 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. Courses taught in translation do not apply towards a Spanish minor. Cannot be used to satisfy the foreign language requirement. (Satisfies the non-Western world studies requirement.)
- ASPA 388** **Selected Non-Western Topics in Translation. (3)** (Prereq: AEGL 102) Taught in English. An intensive, critical study of major literary works in their cultural, historical, and literary contexts. Topics will address primarily Latin American issues. Specific topics will be announced each semester. May be repeated with permission of instructor. Courses taught in translation do not apply towards a Spanish minor. Cannot be used to fulfill foreign language requirement. (Satisfies the non-Western world studies requirement.)
- ASPA 397** **The Latin American Film Experience. (3)** (Prereq: AEGL 102) An introduction to the Latin American film with emphasis on the appreciation of the films in their artistic and cultural context. Films will be in English or Spanish, Portuguese or French with English subtitles. Taught in English. (Satisfies the non-Western world studies requirement)
- ASPA 399** **Independent Study. (1-6)** (Prereq: permission of instructor)
- ASPA 426** **Afro-Hispanic Literatures. (3)** (Prereq: ASPA 209 or advanced standing in the language) 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. Taught in Spanish. (Satisfies the non-Western world studies requirement).
- ASPA 427** **Literature of Social Protest. (3)** (Prereq: ASPA 209 or advanced standing in the language) Study and analysis of the thematic use of socio-political elements in works by Latin American writers. Taught in Spanish. (Satisfies the non-Western world studies requirement).
- ASPA 488** **Selected Non-Western Topics. (3)** (Prereq: ASPA 209 or advanced standing in the language) Taught in Spanish. An intensive, critical study of major literary works in their cultural, historical, and literary contexts. Topics will address primarily Latin American issues. Specific topics will be announced each semester. May be repeated with permission of instructor. (Satisfies the non-Western world studies requirement.)
- ASPA 498** **Selected Topics. (1-4)** (Prereq: ASPA 209, permission of instructor, or advanced standing in the language) Taught in Spanish. An intensive study of issues in literature, language and theory. Specific topics will be announced each semester.

## Yiddish (AYID)

- AYID 121 Elementary Yiddish. (4)** Fundamentals of Yiddish language through reading, listening, speaking and writing. In addition, representative European and American Yiddish prose and poetry will be read in English translation, with excerpts in Yiddish. Introduction to Jewish history, folklore, culture and traditions. Assumes no prior knowledge of the language.
- AYID 122 Basic Proficiency in Yiddish. (4)** (Prereq: a grade of C or better in AYID 121) Continued study of fundamentals of the language through reading, listening, speaking and writing.

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## DEPARTMENT OF HISTORY, POLITICAL SCIENCE, AND PHILOSOPHY

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Valdis O. Lumans, Department Chair

### **Professors**

- Robert E. Botsch (Political Science), Ph.D., University of North Carolina at Chapel Hill, 1977
- William S. Brockington, Jr. (History), Ph.D., University of South Carolina, 1975
- Valdis O. Lumans (History), Ph.D., University of North Carolina at Chapel Hill, 1979
- W. Calvin Smith (History), Ph.D., University of North Carolina at Chapel Hill, 1971, *Cleora Toole Murray Chair in History*

### **Associate Professors**

- Carol Botsch (Political Science), Ph.D., University of South Carolina, 1988
- James O. Farmer (History), Ph.D., University of South Carolina, 1982, *June Rainsford Henderson Chair in Southern History*
- Elaine Lacy (History), Ph.D., Arizona State, 1991
- Girma Negash (Political Science), Ph.D., University of Colorado, 1982
- Blanche Premo-Hopkins (Philosophy), Ph.D., Marquette University, 1974

### **Lecturers**

- Samuel B. George (Philosophy), D.Min., Drew University, 1995
- Alexia J. Helsley (History), M.A., University of South Carolina, 1974
- Clyde L. Ireland (Religious Studies), M.Div., Virginia Theological Seminary, 1954

### **Professor Emeritus**

- George Bowdler (Political Science), Ph.D., University of South Carolina, 1974

## **Department Mission Statement - History Program**

The History Program, an exclusively undergraduate program leading to the BA degree, supports the USCA mission as written on page 1 of the *USCA Bulletin* and is designed to achieve these goals. In addition we have accepted as our specific mission the following: 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 requirements); 4) contribute to the overall development of the USCA academic community through faculty services activities; 5) contribute academic and scholarly expertise to the Aiken community and beyond. Our faculty strives to fulfill its 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 (page 44, "Academic Programs") 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 USCA. 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.

As a means of self-assessment, and as a requirement for graduation, all History and Political Science majors must compile, maintain and submit a portfolio of selected work from all of their courses required for the major. Each student will include in the portfolio (1) one important graded item (paper, exam, etc.) of choice from each major course; (2) a 1-2 page self-evaluation of his/her academic progress as reflected in the materials contained in the portfolio. The student's advisor will supervise the collection of the necessary materials. The materials collected in the portfolio should reflect the academic development of the student and therefore will serve as a means of assessing the respective program. When applying for graduation, the student will submit the portfolio to the department chair, who will verify the completion of this requirement for graduation. In the case of a History graduate, the student will also select a committee of three History faculty and will arrange for an exit interview and a discussion of the portfolio with this committee, to be held at some time within two weeks prior to graduation. This interview will serve as an additional assessment tool for the History Program and will provide the student an opportunity to critique and evaluate the Program. Transfer students and USCA students who changed majors to History or Political Science will be responsible only for providing items from classes taken after transferring to USCA or after declaring either History or Political Science as a major.

### **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 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 31 hours of history courses numbered 300 or above.

AHST 300 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 Honors Thesis, AHST 500, with the grade of B or higher. See the description of AHST 500 for prerequisites and conditions. AHST 500 may be included as one of nine 300 level and above courses (27 hours) required of History majors.

History majors may take up to 9 hours of independent study in history that will count towards the major and 6 hours in other disciplines for a maximum 15 hours of independent studies.

<b>1. General Education Requirements</b> .....	<b>56-58</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>21-23</b>
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
Math/Statistics/Logic .....	6
Applied Speech Communication <sup>3</sup> .....	3
Foreign Language <sup>4</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>5</sup></b> .....	<b>35</b>
Natural Sciences .....	8
Biology, Chemistry, Physics, Geology, Astronomy (2 labs)	
Social and Behavioral Sciences (at least two areas) .....	9
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
Humanities (at least two areas) .....	12
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Foreign Language (200 level and above), Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Major Requirements</b> .....	<b>31</b>
AHST 300 Scope and Methods of History .....	4
History courses 300-level and above .....	27
The 27 hours must be distributed as follows <sup>6</sup> :	
United States History .....	3-15
European .....	3-15
Non-Western .....	3-15
<b>3. Cognate or Minor</b> .....	<b>12-18</b>
Cognate .....	12
Minor .....	18
<b>4. Free Electives</b> .....	<b>13-21</b>
<b>Total hours required<sup>5</sup></b> .....	<b>120</b>

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.  
<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.  
<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.  
<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.  
<sup>5</sup> At least 3 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.  
<sup>6</sup> 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 200-level or higher

**Requirements:**

U.S. History .....	6
Non-U.S. History .....	6
Any area of History (student's choice) .....	6
<b>Total hours required</b> .....	<b>18</b>

**Department Mission Statement - Political Science Program**

The Political Science Program, an exclusively undergraduate program leading to the BA degree, supports the USCA mission as written on page 1 of the *USCA Bulletin* and is designed to achieve these goals. In addition we have accepted as our specific mission the following: 1) Contribute to the humanistic, liberal education of all USCA 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 USCA 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, APLS 500, with the grade of B or higher. See the description of APLS 500 for prerequisites and conditions. APLS 500 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:

<b>1. General Education Requirements</b> .....	<b>56-58</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>21-23</b>
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
Math/Statistics/Logic .....	6
Applied Speech Communication <sup>3</sup> .....	3
Foreign Language <sup>4</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>5</sup></b> .....	<b>35</b>
Natural Sciences .....	8
Biology, Chemistry, Physics, Geology, Astronomy (2 labs)	
Social and Behavioral Sciences (at least two areas) .....	9
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
Humanities (at least two areas) .....	12
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Foreign Language (200 level and above), Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Major Requirements</b> .....	<b>37</b>
<b>Common Core:</b>	
APLS 101 or 103, and 110, 201, 301 .....	13
American Government 300 level or above .....	3
International Relations/Comparative Politics above 300 level3	
Political Theory 300 level or above .....	3
Public Administration 300 level or above .....	3
<b>Option #1: Comprehensive Political Science:</b>	
Any Political Science 300 level or above .....	12
For those who qualify, an approved APLS 500 - Senior Honors Thesis.	

**Option #2: Campaign Management and Elections:**

Four of the following Political Science courses ..... 12  
APLS 321, 322, 340, 345, 352, 368, approved 399, 431, 458,  
468, approved 493 or 494 courses, and for those who qualify,  
an approved APLS 500 - Senior Honors Thesis.

**Option #3: International Service:**

Four of the following Political Science courses: ..... 12  
APLS 315, 316, 320, 330, 340, 345, 385, 487, 488, or  
approved 492, 493 or 494 courses, and for those who qualify,  
an approved APLS 500 - Senior Honors Thesis.l

**Option #4: Public Service:**

Four of the following Political Science courses ..... 12  
APLS 322, 353, 370, 374, 458, 471, 472, 473, 399 (approved  
Internship), or approved 493 or 494 courses, and for those  
who qualify, an approved APLS 500 - Senior Honors Thesis.

- 3. **Cognate or Minor** ..... **12-18**  
Cognate ..... 12  
Minor ..... 18
- 4. **Free Electives** ..... **7-15**

**Total hours required**<sup>f</sup> ..... **120**

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.  
<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.  
<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.  
<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.  
<sup>5</sup> At least 3 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.  
<sup>6</sup> Requires a 3.5 GPA in major courses and permission of instructor.

APLS 301 should be taken as soon as possible after a political science major attains sophomore status (30 hours).

Political Science majors may take up to 9 hours of independent study in Political Science that will count towards the major and 6 hours in other disciplines for a maximum of 15 hours of independent study.

**Minor in Political Science**

**Requirements:**

- APLS 101, 103, or 110. .... 3
- APLS 301 Scope and Methods of Political Science ..... 4
- American Government above 300 level ..... 3
- International Relations/Comparative Politics above 300 level ..... 3
- Political Theory above 300 level ..... 3
- Public Administration above 300 level ..... 3

**Total hours required** ..... **19**

**International Studies**

A three-year sequence of courses is offered toward a degree in International Studies. Undergraduate courses are offered in three general areas: international politics, foreign policy and area studies. Political Science 101, 103, 315, 340 or 341, and 316 or 380 are required courses for the major. Students seeking a degree in International Studies should transfer to USC Columbia for the final 30 hours of course work.

**Minor in International Studies**

**Requirements:**

- Humanities  
(one of the following is required): ..... 3  
AARH 105, 106, 312 or 397  
A non-US literature course above the 200 level  
AHUM 201 Peace Studies  
ACOM 450 Intercultural Communication  
Foreign Language 200 level or greater

- Anthropology/Geography/Sociology  
(two of the following are required): ..... 6

- AANP 102 Understanding Other Cultures or upper level cultural anthropology course
- AGRY 101 Geography of the Developed World, or AGRY 102 Geography of the Developing World, or other non-US geography course
- ASCY 310 Social Demography or ASCY 315 World Population Problems

- International History: ..... 3  
Any non-US History above the 300 level

- International Relations (two of the following are required): ..... 6  
APLS 101 Global Politics or APLS 103 Non-Western Politics  
APLS 315 International Relations  
APLS 316 Comparative Politics  
APLS 487 Government and Politics of Africa  
APLS 488 Government and Politics of Latin America

**Total hours required** ..... **18**

**Minor in International Relations**

**Requirements:**

- APLS 101 Global Politics or APLS 103 Non-Western Politics ..... 3
- Five of the following courses are required: ..... 15  
APLS 315 International Relations  
APLS 330 International Organization  
APLS 340 Conduct and Formulation of US Foreign Policy  
APLS 316 Comparative Politics  
APLS 487 Government and Politics of Africa  
APLS 488 Government and Politics of Latin America

**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 USCA 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:

APHL 102 Introduction to Philosophy .....	3
APHL 110 Introduction to Deductive Logic .....	3
One of the following: .....	3
APHL 302 Ancient Philosophy	
APHL 303 17 <sup>th</sup> and 18 <sup>th</sup> Century Philosophy and Science	
APHL 304 19 <sup>th</sup> and 20 <sup>th</sup> Century Philosophy	
Three additional courses: .....	9
Any courses with the APHL acronym	
No more than two of the following courses:	
APLS 320 Introduction to Political Theory	
APLS 321 Sexual Politics and Political Theory	
APLS 322 American Political Theory	
APSY 300 History and Systems of Psychology	
ASCY 496 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 USCA. Students may include Religious Studies as a concentration or component in the BIS degree.

### Minor in Religious Studies

#### Requirements:

I. APHL 102 Introduction to Philosophy .....	3
II. AREL 101, 103 .....	6
III. One of the following courses: .....	3
AANP 352 Anthropology of Magic and Religion	
AHST 341 Religion in America: A Historical Survey	
AREL 301 Introduction to the Hebrew Bible	
AREL 302 Introduction to Early Christian Writings	
IV. Two additional courses selected from: .....	6
AEGL 389 Classical Mythology	
AEGL 425 Early America Literature	
AHUM 201 Peace Studies	
APHL 211 Contemporary Moral Issues	
APHL 302 Ancient Philosophy	
APHL 311 Ethics	
AREL 390 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 (AHST)

- AHST 101 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.
- AHST 102 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. (AHST 101 is not a prerequisite for AHST 102).

- AHST 201 History of the United States from Discovery to 1865. (3)** A general survey of the history of the United States from the era of discovery through the Civil War, emphasizing major political, constitutional, economic, social and intellectual developments.
- AHST 202 History of the United States from 1865 to the Present. (3)** A general survey of the history of the United States from the Civil War to the present, emphasizing major political, constitutional, economic, social and intellectual developments. (AHST 201 is not a prerequisite for AHST 202.)
- AHST 300 Scope and Methods of History. (4)** (Prereq: Sophomore standing [30 hours] or permission of instructor) A study of the historical method, methods of research, sources, interpretations, and bibliographies. Includes a laboratory. Required of all history majors.
- AHST 312 A Survey of British History since 1750. (3)** A survey of the political, economic, social and cultural development of Britain from pre-Roman times to the present.
- AHST 313 Great Britain and the World. (3)** A survey of the impact of the British Empire upon world history, 1600 to the present. Emphasis will be on political, economic and cultural exchanges and legacies.
- AHST 319 The Birth of Europe (3)** A survey of the formation and development of Europe from the 4<sup>th</sup> to 14<sup>th</sup> centuries. Emphasis upon the emergence of European culture and the interaction between western Europe and the Byzantine/Islamic East.
- AHST 320 Early Modern Europe, 1300-1789. (3)** A survey of the dynastic, territorial states of Europe from the Renaissance to the French Revolution.
- AHST 321 Modern Europe. (3)** A survey of the development of the modern nation state from the French Revolution to the present.
- AHST 325 Modern Russia. (3)** A survey of the development of Czarist Russia and the Soviet Union with emphasis upon Russia from the time of Peter the Great.
- AHST 326 Modern Germany. (3)** A history of modern Germany since the unification of 1871, covering the Imperial Era, World War I, the Weimar years, the Third Reich, World War II and contemporary Germany.
- AHST 329 History of Modern Eastern Europe. (3)** The political, economic, and cultural development of Eastern Europe from earliest times to the present.
- AHST 330 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 17<sup>th</sup> century and the developing maturity and transformation of the colonies in the 18<sup>th</sup> century.
- AHST 331 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.
- AHST 332 The South, the Sections and the Nation, 1815-1850. (3)** The political, economic and cultural development of the United States in the antebellum era, focusing on the interaction of the sections and the forces that made each distinctive, with emphasis on the South.

- AHST 334** **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.
- AHST 335** **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.
- AHST 338** **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.
- AHST 340** **Life and Thought in American History.** (3) A survey of the major ideas, attitudes, values and other cultural forces that have shaped the United States from colonial times to the present.
- AHST 341** **Religion in America: A Historical Survey.** (3) A survey of the historical development of religion in America from the Puritan experience through contemporary religious pluralism.
- AHST 351** **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.
- AHST 361** **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.
- AHST 362** **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.
- AHST 366** **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 19<sup>th</sup> and 20<sup>th</sup> centuries. Satisfies non-Western world studies requirements.
- AHST 385** **Evolution of Warfare.** (3) A history of tactics, strategy, weapons and logistics from 500 B.C. to the present.
- AHST 386** **War in the 20<sup>th</sup> Century.** (3) A study of the 20<sup>th</sup> century themes of nationalism, totalitarianism and imperialism. Extensive use of documentaries and feature films illustrate these themes.
- AHST 399** **Independent Study.** (1-6) (Prereq: permission of instructor) Directed independent project.
- AHST 423** **History of Mexico.** (3) 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.
- AHST 429** **The Holocaust.** (3) History of the Holocaust, from early antecedents in biblical times, through the Shoah itself, and up to the most current interpretations and scholarship on this historical phenomenon.
- AHST 430** **U.S. Constitutional History to 1877.** (3) A study of United States Constitutional history from the Colonial Period through Reconstruction with emphasis on the background of the constitution, the formation of the Union, and the increasing role of the Supreme Court in early American History.
- AHST 435** **Survey of African-American History.** (3) A topical study of African-American history from colonial times to the present.
- AHST 451** **Issues in South Carolina History.** (3) 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 AHST 351 is recommended as background.
- AHST 452** **History of the New South.** (3) A study of the South from Reconstruction through the Bourbon era, agrarian revolt, industrial revolution, racial problems, the impact of World Wars and New Deal to the present.
- AHST 464** **History of Women in the United States.** (3) The social, political, and economic activities and roles of women in the United States from early settlement to the present.
- AHST 492** **Non-Western Topics.** (3) Topics selected will satisfy the non-Western world studies general education requirements.
- AHST 493, 494, 495** **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.
- AHST 500** **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 history courses; permission of instructor.
- AHST 599** **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 suffix and specific title.
- Political Science (APLS)**
- APLS 101** **Global Politics.** (3) A survey course of international politics introducing the concepts and tools of the field with exposure to the unfolding events of world politics. The course will address major themes such as nationalism, conflict and cooperation, international security, global economic disparity, human rights, sustainable development and ecological balance. Satisfies non-Western world studies requirements.
- APLS 103** **Non-Western Politics.** (3) An introductory comparative politics course focusing on the economically developing countries of the world. Selected issues on the politics of socio-economic transformation will be examined. Understanding the enhanced by the political imagination of artists and other representative voices. Satisfies non-Western world studies requirements.
- APLS 110** **Introduction to Politics.** (3) Concepts and problems involved in the political relationship among and between individuals, governments and nations, and an overview of the tools used by political scientists to study these changing political relationships.



- APLS 201 American National Government. (3)** The formation and development of the national government, its organization and powers.
- APLS 301 Scope and Methods of Political Science. (4)** (Prereq: Sophomore standing [30 hours] or permission of instructor) Political Science: its subject matter and methods of study, with particular emphasis on the scientific method and survey research. Includes a laboratory.
- APLS 315 International Relations. (3)** Required of all international studies majors. A study of the major political-diplomatic practices and ideas relevant to international relations and foreign policy choices.
- APLS 316 Comparative Politics. (3)** Comparative approaches to political systems, behavior, and institutions.
- APLS 320 Introduction to Political Theory. (3)** A study of several major political theorists with different views about human nature, justice, freedom and equality. Emphasis is on understanding the strengths and weaknesses of various positions in political thought, and seeing how articular issues fit into a theoretical framework.
- APLS 321 Gender Politics and Political Theory. (3)** This course identifies major political factors which gave rise to the women's movement in the United States. The course examines various schools of thought on the development of feminist theory and how feminism affects the lives of both genders in contemporary politics and society.
- APLS 322 American Political Theory. (3)** An intensive study of the American founding, emphasizing why our government is structured as it is and the alternatives that were considered. The second half looks at the tension between freedom and equality, and the character of American democracy through the contemporary era.
- APLS 330 International Organization. (3)** An introduction to the structure and functions of international political and economic organizations. Particular attention to the United Nations and its specialized agencies, and to emerging regional communities. Satisfies non-Western world studies requirements.
- APLS 340 The Conduct and Formulation of United States Foreign Policy. (3)** An analysis of how contemporary United States foreign policy is made and conducted.
- APLS 345 The Vietnam War: American Policy. (3)** A comprehensive view of the Vietnam War that includes both background to the American involvement in the conflict and what has happened since the U.S. withdrew in 1975. Particular emphasis on the interplay between popular culture (music, movies, poems, novels, etc.) and U.S. policies; on the Vietnamese perspectives of the conflict; and on the policy decision making process.
- APLS 352 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.
- APLS 353 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.
- APLS 368 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.
- APLS 370 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.
- APLS 374 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.
- APLS 385 Politics and the Arts. (3)** A comparative introduction of the political aspects of artistic expressions through an overview of the roles of the different art media as instruments of domination, control, persuasion, protest, and liberation.
- APLS 399A Independent Study. (Political Science) (1-6)** (Prereq: permission of instructor) Directed independent project.
- APLS 399B Independent Study. (International Studies) (1-6)** (Prereq: permission of instructor) Directed independent project.
- APLS 431 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.
- APLS 458 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.
- APLS 468 Presidential and Congressional Politics. (3)** A study of the structure, organization, power, roles, functions, and behaviors of American presidential and congressional institutions.
- APLS 471 Public Financial Administration. (3)** Principles and practices of financial administration, including organization, budgeting, assessment, treasury management and debt.
- APLS 472 Public Personnel Management. (3)** Fundamental principles of personnel organization and administration, including an analysis of personnel techniques.
- APLS 473 Politics and Public Planning. (3)** The scope and nature of public planning in American government-federal, state, and local. Types of planning agencies, their organization, functions and authority.
- APLS 487 Politics and Governments of Africa. (3)** Political developments, processes and institutions of selected African states. Satisfies non-Western world studies requirements.
- APLS 488 Politics and Governments of Latin America. (3)** The development, principles, political thought and politics of the several Latin American states. Satisfies non-Western world studies requirements.
- APLS 492 Non-Western Topics. (3)** Topics selected will satisfies the non-Western world studies general education requirements.
- APLS 493, 494 Special Topics. (3 each)**

**APLS 500 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 (APHL)

**APHL 102 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.

**APHL 108 The Acquisition of Scientific Knowledge. [=APHY 108](1)** An examination of how science works. A comparison of scientific methods with other means of gaining knowledge (for example, humanistic, artistic, mathematical). Scientific and social consequences of the development of selected major scientific concepts are examined. It cannot be used for Group V requirements.

**APHL 110 Introduction to Deductive Logic. (3)** The nature of arguments, fallacies, criteria and techniques of valid deductive inference; applications.

**APHL 211 Contemporary Moral Issues. (3)** (Prereq: APHL 102 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.

**APHL 302 Ancient Philosophy. (3)** (Prereq: APHL 102 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.

**APHL 303 Seventeenth and Eighteenth Century Philosophy and Science. (3)** (Prereq: APHL 102 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.

**APHL 304 Nineteenth and Twentieth Century Philosophy. (3)** (Prereq: APHL 102 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.

**APHL 311 Ethics. (3)** (Prereq: APHL 102 or permission of instructor) 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.

**APHL 390 Topics in Philosophy. (3)** (Prereq: APHL 102 or permission of instructor) Reading and study of selected topics in philosophy.

**APHL 399 Independent Study. (1-6)** (Prereq: consent of instructor) Supervised individual studies in philosophy.

#### Religion (AREL)

**AREL 101 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.

**AREL 103 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.

**AREL 301 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.

**AREL 302 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.

**AREL 390 Topics in Religious Studies. (3)** Reading and study of selected topics in religious studies.

**AREL 399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

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## DEPARTMENT OF SOCIOLOGY

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Douglas Kuck, Department Chair

#### **Professors**

Trudy Knicely Henson (Sociology), Ph.D., Bowling Green State University, 1978

Barbara E. Johnson (Sociology), Ph.D., Ohio State University, 1985

Raymond M. Weinstein (Sociology), Ph.D., University of California at Los Angeles, 1968

#### **Associate Professors**

Douglas Kuck (Sociology), Ph.D., Bowling Green State University, 1993

Mark P. Whitaker (Anthropology), Ph.D., Princeton University, 1986

#### **Assistant Professors**

Linda Qingling Wang (Geography), Ph.D., University of Wisconsin-Madison, 1997

Christine Wernet-Beyer (Sociology), Ph.D., University of Akron, 2000

#### **Lecturer**

Irene K. Rudnick (Criminal Justice), LL.B., University of South Carolina, 1952

#### **Professors Emeriti**

John L. Beth, Jr. (Anthropology, Sociology), Ph.D., Universidad Interamericana, 1971

Arthur J. VanAlstyne (Geography), Ph.D., University of Pittsburgh, 1967

### **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 to 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 our 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. Major courses in which less than C is earned may be repeated twice for a maximum of three attempts. Developmental courses will not count toward the 120 hour requirement for a bachelor's degree in this department. No more than a total of 6 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 specific upper-level courses in related areas 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 course work 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 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 9 hours of independent study may be applied to the major requirements. No more than 6 hours will apply to the cognate or minor, and they may only be taken with prior approval of the advisor.

At least 12 hours of the required upper-level (300 and above) major credit for the B.A. degree with a major in Sociology must be earned in courses taken in the USCA sociology program.

Sociology majors are limited to using no more than 6 hours of sociology course credit as elective credit toward the B.A.

## Sociology

### Bachelor of Arts—Major in Sociology

<b>1. General Education Requirements</b> .....	<b>53-55</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>21-23</b>
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
Math/Statistics/Logic <sup>3</sup> .....	6
Applied Speech Communication <sup>4</sup> .....	3
Foreign Language <sup>5</sup> .....	6-8
<b>B. Methods and History of Disciplines</b> .....	<b>32</b>
Natural Sciences .....	8
Biology, Chemistry, Physics,	
Geology, Astronomy (2 labs)	

Social and Behavioral Sciences (at least two areas) .....	9
Psychology, Sociology, Anthropology,	
Economics, Political Science, Geography	
Humanities (at least two areas) .....	9
Philosophy (not logic),	
History, Literature, Fine Arts History,	
Humanities (AHUM acronym), Religion,	
Foreign Language (200 level and above),	
Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	

<b>2. Major Requirements</b> .....	<b>32-35</b>
<b>Option #1: General core requirements:</b> .....	<b>32</b>
ASCY 101, 310 <sup>6</sup> , 320, 497.....	14
Six additional sociology courses, 300-level or higher	
including at least two 500-level sociology courses.....	18
<b>or</b>	
<b>Option #2: Criminology and Criminal Justice core requirements:</b> 35	
ASCY 101, 310 <sup>6</sup> , 320, 497.....	14
ACRJ 171.....	3
Five* of the following Sociology courses,	
including at least two 500-level:.....	15
ASCY 308, 350, 351, 353, 355, 356, 358, 359,	
400 (Internship in a criminal justice agency), 504,	
507, 523, 540	
*Must include at least one from ASCY 350 & 353	
One additional Sociology course numbered 300 or higher..	3
<b>or</b>	
<b>Option #3: Human Services core requirements:</b> .....	<b>35</b>
ASCY 101, 310 <sup>6</sup> , 320, 497.....	14
ASHS 201 Introduction to Human Services.....	3
Five of the following Sociology courses,	
at least two 500-level:.....	15
ASCY 305, 308, 315, 351, 355, 360,	
400, 460, 504, 506, 507, 523, 528	
One additional Sociology course numbered 300 or higher..	3
<b>3. Cognate or Minor</b> .....	<b>12-18</b>
<b>4. Free Electives</b> .....	<b>12-26</b>
(no more than 6 hours of sociology course may be applied)	

**Total hours required** .....

- 120**
- <sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.
  - <sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.
  - <sup>3</sup> APSY 225 and 1 additional course in Math or Logic are required.
  - <sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.
  - <sup>5</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.
  - <sup>6</sup> ASCY 310 satisfies the non-Western world studies general education requirement.

## 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:

- earn a grade of C or better in English 101 and 102.
- earn a grade of C or better in an applied speech course.
- submit two copies of major projects required in the major co-capstone courses (ASCY 310 - Social Demography and ASCY 497 - Sociological Research Methods). 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. The program assessment procedures and findings are not used to evaluate individual student performance.

- d) as a part of the course requirements for ASCY 497 - Sociological Research Methods, give an oral presentation of project completed in that course to students in the class, the course instructor and one additional sociology faculty member during the class day/time assigned by the instructor of the course.
- e) 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 Requirements

### Minor in Anthropology and Human Geography

#### Requirements:

AANP 101 Primates, People and Prehistory .....	3
AANP 102 Understanding Other Cultures .....	3

#### Two of the following:

AGRY 101 Geography of the Developed World .....	3
AGRY 102 Geography of the Developing World .....	3
AGRY 103 Introduction to Geography .....	3

#### Two of the following:

AANP 301 Peoples of Latin America .....	3
AANP 315 Peoples of the Indian Subcontinent .....	3
AANP 322 Archaeological Excavation .....	3
AANP 332 Race and Ethnicity .....	3
AANP 352 Anthropology of Magic and Religion .....	3
AANP 399 Independent Study .....	3
AANP 490 Topics in Anthropology .....	3-6
AGRY 370 America's National Parks .....	3
AGRY 398 Topics in Geography* .....	3-6
AGRY 399 Independent Study* .....	3
AGRY 424 Geography of the U. S. and Canada .....	3
AGRY 427 Geography of East Asia .....	3

**Total hours required .....** 18

\* Courses must be approved by head of Sociology Department

### Minor in Criminology and Criminal Justice

(Minor not available for students majoring in Sociology)

#### Requirements:

ASCY 101 Introductory Sociology .....	3
ACRJ 171 Introductory to Criminal Justice .....	3

Three of the following: .....

ASCY 350 Sociology of Delinquent Youth Behavior	
ASCY 353 Sociology of Crime	
ASCY 356 Sociology of Law	
ASCY 358 Sociology of Corrections	
ASCY 359 Police and Society	
ASCY 400 Internship in a criminal justice agency	
One of the following: .....	3
ASCY 507 Sociology of Social Control	
ASCY 523 Sociology of Deviance	
ASCY 540 Criminological Theory	

**Total hours required .....** 18

### Minor in Sociology

#### Requirements:

ASCY 101 Introductory Sociology .....	3
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One of the following: .....

ASCY 310 Social Demography	
ASCY 320 Individual and Society	
ASCY 497 Sociological Research Methods	

One of the following: .....

ASCY 504 Social Stratification	
ASCY 506 Social Organizations	
ASCY 507 Sociology of Social Control	
ASCY 523 Sociology of Deviance	
ASCY 528 Family Diversity	
ASCY 540 Criminological Theory	

Three Sociology courses at 300 level or above (may include 310 or 320 if not taken in core requirement above) .....

**Total hours required .....** 18-19

## Anthropology

Several courses are offered in the field of anthropology at USCA.

Students wishing to major in anthropology should take a basic course in quantitative methods (e.g., Psychology 225 or Mathematics 201) in their sophomore year. A transfer to a full Bachelor of Arts program at USC Columbia or another university should be arranged after the sophomore year.

## Geography

Currently, eight courses constitute the curriculum in geography. Students considering a Geography major should transfer at the end of the sophomore year.

## Course Descriptions

### Anthropology (AANP)

**AANP 101 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 AANP 101 before September 1976)

**AANP 102 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 AANP 101 before September 1976) (Satisfies non-Western world studies requirement)

**AANP 301 Peoples of Latin America. (3)** Comparative study of selected Latin American cultures with emphasis on their significance for a broader anthropological theory.

**AANP 315 Peoples of the Indian Subcontinent. (3)** Society and culture in South Asia: economic and political institutions, kinship, and religion as they pertain to the daily lives of people in the subcontinent. Emphasis on India, Bangladesh, Nepal, Pakistan, and Sri Lanka. (Satisfies non-Western world studies requirement)

**AANP 322 Archaeological Excavation. (3)** (Prereq: AANP 101, one course in prehistory, or permission of instructor) Training in field techniques during actual excavations of

an archaeological site, introduction to laboratory analysis of the artifacts recovered and directed readings. May be repeated for credit (3-9).

**AANP 332 Race and Ethnicity. [=ASCY 355] (3)** (Prereq: AANP 101 or AANP 102 or ASCY 101) Theories, methods and substantial issues in the comparative study of race and ethnicity in anthropology and sociology. This course is cross-listed with ASCY 355, Minority Group Relations.

**AANP 352 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.

**AANP 399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

**AANP 490 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 (ACRJ)

**ACRJ 171 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.

**ACRJ 272 Criminal Law. (3)** The origins and development of criminal law in the United States and the basic elements of crimes and defenses.

#### Geography (AGRY)

**AGRY 101 Geography of the Developed World. (3)** A survey of the developed nations of the world including Australia, New Zealand, Canada, the United States, Japan and the countries of Eastern and Western Europe. Emphasis on location and cultural, economic and physical elements of these nations and their significance.

**AGRY 102 Geography of the Developing World. (3)** A survey of the developing (Third World) nations of the world, including Latin America, Africa and major areas of Asia. Emphasis on location and cultural, economic and physical elements of these nations and their significance. (AGRY 101 is not a prerequisite) (Satisfies non-Western world studies requirement)

**AGRY 103 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.

**AGRY 370 America's National Parks. (3)** Resource, managerial, and recreational-use components of the National Park System; contemporary issues, problems, and managerial alternatives.

**AGRY 398 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.

**AGRY 399 Independent Study. (1-4)** (Prereq: permission of instructor) Directed independent project.

**AGRY 424 Geography of the United States and Canada. (3)** The course covers the historical and spatial development of the cultural and economic characteristics of the United States and Canada. Attention is also given to the major physical elements and their relation to settlement and development of the two countries. Emphasis, however, is on the United States.

**AGRY 427 Geography of East Asia. (3)** The spatial patterns and process involved in the cultural and economic development of China, Japan, and Korea. Attention is also given to major environmental elements and their relation to settlement and land use in this region. (Satisfies non-Western world studies requirement)

#### Sociology (ASCY)

**ASCY 101 Introductory Sociology. (3)** An introduction to sociological facts and principles; an analysis of group making processes and products.

**ASCY 300 Social Structures. (3)** (Prereq: ASCY 101) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to social structures.

**ASCY 301 Sociology of Gender Roles. (3)** (Prereq: ASCY 101) 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.

**ASCY 305 Sociology of the Family. (3)** (Prereq: ASCY 101) Sociological perspectives related to various aspects of family behaviors, roles, and values.

**ASCY 308 Community Organization. (3)** (Prereq: ASCY 101) An analysis of the formal and informal organization; the interrelationship among public and private agencies; and means through which community action programs are initiated, coordinated and maintained.

**ASCY 310 Social Demography. (4)** (Prereq: ASCY 101 and Satisfactory completion of Rising Junior Writing Proficiency Portfolio Requirement or AEGL 201) 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 between population processes and society. Three lecture hours and three lab hours per week. (Satisfies non-Western world studies requirement)

**ASCY 315 World Population: Problems and Policies. (3)** (Prereq: ASCY 101) World population growth, associated socioeconomic problems, and effectiveness of governmental policies to control mortality, fertility, and migration. Specific topics may include "overpopulation", family planning, mortality decline, age structure, and development projects. (Satisfies non-Western world studies requirement)

**ASCY 320 Individual and Society. (3)** (Prereq: ASCY 101) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to the relations between the individual and society.

**ASCY 340 Introduction to Social Problems. (3)** (Prereq: ASCY 101) 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.

- ASCY 350** **Sociology of Delinquent Youth Behavior. (3)** (Prereq: ASCY 101) Social factors in the development, identification and treatment of delinquents.
- ASCY 351** **Urban Sociology. (3)** (Prereq: ASCY 101) Analysis of urban trends, characteristics and functions of cities with reference to the social psychological factors in urban living. Attention is directed to the emergence of urbanism in the United States, with particular reference to the Southern region, and to institutions, problems and city planning.
- ASCY 353** **Sociology of Crime. (3)** (Prereq: ASCY 101) Social factors in the development, identification and treatment of criminals. A brief overview of the criminal justice system is also included.
- ASCY 355** **Minority Group Relations. [=AANP 332] (3)** (Prereq: ASCY 101) 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. This course is cross-listed with AANP 332, Race and Ethnicity.
- ASCY 356** **Sociology of Law. (3)** (Prereq: ASCY 101) An examination of the development, functions, and systems of law with emphasis on the interrelation of social forces and the moral, ethical, and legal aspects of law, criminal law, and the legal process.
- ASCY 358** **Sociology of Corrections. (3)** (Prereq: ASCY 101) 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.
- ASCY 359** **Police in Society. (3)** (Prereq: ASCY 101) 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.
- ASCY 360** **Sociology of Medicine and Health. (3)** (Prereq: ASCY 101) Social factors in health, illness and medicine in contemporary society.
- ASCY 399** **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.
- ASCY 400** **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)
- ASCY 460** **Sociology of Mental Health. (3)** (Prereq: ASCY 101) Social factors in the development, identification and treatment of mental illness.
- ASCY 490** **Topics in Sociology. (3)** (Prereq: ASCY 101 and/or additional specified prerequisites) Study of selected topics in Sociology. This course may be repeated with different topics.
- ASCY 496** **Sociological Theory. (3)** (Prereq: ASCY 101) Theoretical perspectives on society and social behavior.
- ASCY 497** **Sociological Research Methods. (4)** (Prereq: ASCY 101 and 9 hours upper level Sociology and APSY 225, and Satisfactory completion of Rising Junior Writing Proficiency Portfolio Requirement or AEGL 201)
- Critical analysis of major methods used in the conduct of social science and general problems of research design. Course requires completion of scholarly research project.
- ASCY 504** **Social Stratification. (3)** (Prereq: ASCY 101) Theory and research in social stratification.
- ASCY 506** **Social Organizations. (3)** (Prereq: ASCY 101 or consent of advisor) Selected theoretical orientation, methodological procedures and illustrative substantive issues pertaining to organizations.
- ASCY 507** **Sociology of Social Control. (3)** (Prereq: ASCY 101) Early and contemporary theories, methods and issues relating to conformity in human interaction.
- ASCY 523** **Sociology of Deviance. (3)** (Prereq: ASCY 101) Systematic analysis of the interrelationships among the creation, involvement, recognition and control of deviance.
- ASCY 528** **Family Diversity. (3)** (Prereq: ASCY 305 or permission of instructor) This course 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.
- ASCY 540** **Criminological Theory. (3)** (Prereq: ASCY 101, and ASCY 350 or 353) The study of historical and contemporary theories explaining crime and criminality. Some examination of research underlying these theories is also included.
- ASCY 598** **Special Topics. (3)**
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- DEPARTMENT OF VISUAL AND  
PERFORMING ARTS
- 
- Jack Benjamin, Department Chair  
William Clark, Director of Bands  
Lynn Wyman, Etherredge Center Gallery Director
- Professors**
- Albin Beyer (Art), M.F.A., University of Arizona, 1980,  
*Mary D. Toole Chair in Art*  
William J. House (Psychology/Music-Clarinet), Ph.D., University of  
South Carolina, 1974; B.M. North Texas State University, 1968
- Associate Professors**
- Jack Benjamin (Theatre), M.S., East Texas State University, 1979,  
*Thomas F. Maurice Chair in Fine Arts*  
John Elliott (Art History), Ph.D. Florida State University, 1986
- Assistant Professors**
- Sandra Field (Music-Voice), Ed.D., Columbia University, 1997  
Michael Fowler (Graphic Design), Ed.D., University of Memphis, 1996  
Paul Chet Longley (Theatre), M.F.A., University of Arkansas, 2000  
Richard Maltz (Music-Composition/Theory), D.M.A., University of  
South Carolina, 1991  
*Pauline F. O'Connell Chair in Fine Arts*  
Debra Scott-Wiley (Theatre) M.F.A., University of South Carolina, 1994

## Lecturers

Katherine Brooks (Music-Percussion), M.A., Furman University, 1982  
 James Buckland (Music-Guitar), D.M.A., University of South Carolina, 1998  
 Corey Burns (Dance), B.S., University of South Carolina Aiken, 1996  
 Genevieve Calmes (Art-Ceramics), B.A., Art Studio, University of South Carolina, 1992  
 William Clark (Music-Trumpet), M.A., Marshall University, 1959  
 Kenneth Courtney (Music-Organ), M.M., University of Southwestern Louisiana, 1984  
 Thomas Cremer (Music-Trombone/Euphonium), M.M., University of Kentucky, 1989  
 William Foss (Music-Flute, Clarinet, Saxophone), M.M., Western Carolina University, 1975  
 Mary Losey (Music-Piano), M.A., University of Michigan, 1978  
 J. Robert McCreary (Art History), B.S., Clemson University 1947  
 Candy Russell (Music-Trumpet), M.M., University of Louisville, 1991  
 Maureen Simpson (Music-Voice), D.M.A., University of South Carolina, 1999  
 Mary Southworth (Photography), B.S., Syracuse University, 1974  
 Catherine Stapleton (Music-Voice), M.M., Manhattan School of Music, 1982  
 Lynn Strong (Music-Double Bass), D.M.A., University of South Carolina, 1992  
 Katie Taylor (Music-Harp), M.B.A., University of Connecticut, 1984  
 Richard Thomas (Music-Cello), D.M.A., University of South Carolina, 1999  
 Laura Tomlin (Music-Violin), M.M., University of Southern California, 1986

## 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. We strive 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. Our 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.

## Bachelor of Arts—Major in Fine Arts

<b>1. General Education Requirements</b> .....	<b>50-52</b>
<b>A. Skills and Competencies<sup>1</sup></b>	
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
Math/Statistics/Logic .....	6
Applied Speech Communication <sup>3</sup> .....	3
Foreign Language <sup>4</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>5</sup></b>	
Natural Sciences .....	8
Biology, Chemistry, Physics, Geology, Astronomy (2 labs)	
Social and Behavioral Sciences (at least two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
Humanities (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Foreign Language (200 level and above), Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Major Requirements</b> .....	<b>36-42</b>
<b>A. Fine Arts Survey Requirement<sup>6</sup></b> .....	<b>3-9</b>
One course must be taken from each area:	
AARH 105, 106	
AMUS 173, 175	
ATHE 161	
<b>B. Fine Arts History Requirement</b> .....	<b>9</b>
One course must be taken from each area	
AARH 206, 250, 251, 312, 335, 398, 399	
AMUS 371, 372, 373, 393	
ATHE 361, 362, AEGL 407, 409, 474	
<b>C. Fine Arts Theory, Performance, and/or Studio</b> .....	<b>24</b>
At least 12 hours must be 200 or higher and at least 3 hours must be taken from at least two of the three art fields	
<b>3. Cognate or Minor</b> .....	<b>12-18</b>
Cognate .....	12
Minor .....	18
<b>4. Free Electives</b> .....	<b>8-22</b>
<b>Total hours required<sup>5</sup></b> .....	<b>120</b>
<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.	
<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.	
<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.	
<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.	
<sup>5</sup> At least 3 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.	
<sup>6</sup> As many as 6 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 ..... 50-52**

**A. Skills and Competencies<sup>1</sup>**

English 101 and 102<sup>2</sup> ..... 6  
 Composition/Composition and Literature

Math/Statistics/Logic ..... 6

Applied Speech Communication<sup>3</sup> ..... 3

Foreign Language<sup>4</sup> ..... 6-8

**B. Methods and History of Disciplines<sup>5</sup>**

Natural Sciences ..... 8  
 Biology, Chemistry, Physics,  
 Geology, Astronomy (2 labs)

Social and Behavioral Sciences (at least two areas) ..... 6  
 Psychology, Sociology, Anthropology,  
 Economics, Political Science, Geography

Humanities (at least two areas) ..... 9  
 Philosophy (not logic),  
 History, Literature, Fine Arts History,  
 Humanities (AHUM acronym), Religion,  
 Foreign Language (200 level and above),  
 Communications (last two digits in 50s or 60s)

History of Civilization (AHST 101 or AHST 102) ..... 3

American Political Institutions ..... 3  
 (APLS 201, AHST 201, or AHST 202)

**2. Major Requirements ..... 36-42**

**A. Fine Arts Survey Requirement<sup>6</sup> ..... 3**  
 One course from the following:  
 AARH 105, 106  
 AMUS 173, 175  
 ATHE 161

**B. Fine Arts History Requirement<sup>6</sup> ..... 6**  
 Two courses from the following:  
 AARH 206, 250, 251, 312, 335, 398, 399  
 AMUS 371, 372, 373, 393  
 ATHE 361, 362, AEGL 407, 409, 474

**C. Fine Arts Theory, Performance, and/or Studio ..... 21**  
 At least 12 hours must be 200 or higher and  
 at least 3 hours must be taken from at least  
 two of the three art fields

**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 ..... 8-22**

**Total hours required<sup>5</sup> ..... 120**

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.

<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.

<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>5</sup> At least 3 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.

<sup>6</sup> As many as 6 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.

**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 (AART 103) or Drawing (AART 111) ..... 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**

**Art History**

**Minor in Art History**

**Requirements:**

AARH 105 History of Western Art I ..... 3

AARH 106 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 or social enjoyment, the student will find our music program to be challenging, rewarding and uniquely suited to his or her needs. Performing ensembles include the University Choir, Oratorio Chorus, University Concert Band and University Pep Band. Our course offerings are tailor-made for students of all ability levels and musical backgrounds. A series of public recitals and concerts is presented by faculty and students for the university and community at large. Our classrooms, practice and performance facilities are conducive to artistic learning and performance.

**Minor in Music**

**Requirements:**

Music Theory (take all three courses) ..... 7  
 AMUS 190 Fundamentals of Music  
 AMUS 291 Music Theory and Technology I  
 AMUS 293 Aural Techniques I

Music History ..... 3  
 Select from:  
 AMUS 371 History of Western Music I  
 AMUS 372 History of Western Music II

Private Instruction (3 semesters on one instrument or voice) ..... 3  
 \*Select from:  
 AMUS 101 and 102 Voice  
 AMUS 112 and 113 Percussion  
 AMUS 121 and 122 Organ  
 AMUS 133 and 134 Piano  
 AMUS 141 and 142 String Instrument  
 AMUS 151 and 152 Woodwind Instrument  
 AMUS 161 and 162 Brass Instrument



Performing Ensemble .....	2
**Select from:	
AMUS 183, 283 University Pep Band	
AMUS 184, 284 University Concert Band	
AMUS 185, 285 University Choir	
AMUS 186, 286 Masterworks Chorus	
AMUS 187, 287 Jazz Ensemble	
AMUS 391B Chamber Ensemble	
Piano Instruction .....	3
***Select from:	
AMUS 135 Group Piano	
AMUS 136 Intermediate Group Piano	
AMUS 133, 134 Piano	

**Total hours required ..... 18**

\*AMUS 101, 112, 121, 133, 141, 151, and 161 may be repeated one time  
 \*\*May be repeated one time  
 \*\*\*If piano is chosen under Private Instruction, a different music course must be approved by the Department Chair.

**Theatre**

Our production-oriented program, the University Theatre, produces both the O’Connell Season which consists of at least three fully staged productions and the Playground Playhouse Season for young audiences. Performance facilities in the Etherredge Center include: the Main Stage Theatre, a 687 seat proscenium space and the O’Connell Theatre, a 135 seat thrust theatre. Also included in the Etherredge Center are make up, set construction and costume construction facilities. Students may choose from a range of courses including, but not limited to, acting, stagecraft, ballet, jazz, stage lighting, theatre history and directing. University Theatre is an organizational member of the South Carolina Theatre Association and the Southeastern Theatre Conference. We also are active participants in the Kennedy Center/American College Theatre Festival.

**Minor in Theatre**

**Requirements:**

ATHE 161 Introduction to Theatre .....	3
ATHE 155 Stagecraft .....	3
ATHE 170 Beginning Acting .....	3
ATHE 288 Stage Lighting .....	3
ATHE 370 Intermediate Acting .....	3
ATHE 455 Stage Management .....	3

**Total hours required ..... 18**

**Course Descriptions**

**Art History (AARH)**

<b>AARH 105</b>	<b>History of Western Art I. (3)</b> The visual arts from Paleolithic times to the Renaissance.
<b>AARH 106</b>	<b>History of Western Art II. (3)</b> The visual arts from the Renaissance to the present.
<b>AARH 206</b>	<b>History of American Art. (3)</b> A survey of art in America from 1860 to the present.
<b>AARH 250</b>	<b>History of Western Architecture. (3)</b> Architectural design from ancient Egypt to the present.
<b>AARH 251</b>	<b>History of Oriental Architecture. (3)</b> Architectural design of China, Japan, and India. Satisfies the Non-Western World Studies requirement.
<b>AARH 312</b>	<b>History of Greek Art. (3)</b> A survey of architecture, painting and sculpture of the Cycladic through Hellenistic periods.

<b>AARH 335</b>	<b>History of Twentieth Century Art. (3)</b> A survey of architecture, painting and sculpture in the 20 <sup>th</sup> century.
<b>AARH 397</b>	<b>Topics in Non-Western Art History. (3)</b> Intensive studies in selected non-Western artists and movements. Specific topics to be announced each semester/year. Satisfies the non-Western world studies requirement.
<b>AARH 398</b>	<b>Topics in Art History. (3)</b> Intensive studies in selected artists or movements. Specific topics to be announced each semester/year.
<b>AARH 399</b>	<b>Independent Study (1-3).</b> (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 (AART)**

<b>AART 102</b>	<b>Introduction to Visual Arts Computing. (3)</b> 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.
<b>AART 103</b>	<b>Fundamentals of Art I. (3)</b> Introduction to visual thinking and principles of two-dimensional design.
<b>AART 104</b>	<b>Fundamentals of Art II. (3)</b> Introduction to visual thinking and principles of three-dimensional design. (AART 103 is not a prerequisite for AART 104.)
<b>AART 111</b>	<b>Basic Drawing I. (3)</b> Introduction to the materials and basic techniques of drawing.
<b>AART 112</b>	<b>Basic Drawing II. (3)</b> Introduction to the materials and basic techniques of drawing. (AART 111 is a prerequisite for AART 112.)
<b>AART 145</b>	<b>Introduction to Graphic Design. (3)</b> 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.
<b>AART 210</b>	<b>Introduction to Painting. (3)</b> (Prereq: AART 111 or consent of instructor) An introductory course in the materials and techniques of painting.
<b>AART 215</b>	<b>Introduction to Printmaking. (3)</b> (Prereq: AART 103 or consent of instructor) An introductory course in printmaking.
<b>AART 220</b>	<b>Introduction to Ceramics. (3)</b> (Prereq: AART 104 or consent of instructor) Experiences in forming, decorating, glazing and firing.
<b>AART 232</b>	<b>Life Drawing I. (3)</b> (Prereq: AART 111 or consent of instructor) An introduction to drawing the figure from life, with an emphasis on visual perception and basic drawing skills.
<b>AART 245</b>	<b>Graphic Design Techniques. (3)</b> (Prereq: AART 145 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.

- AART 261 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.)
- AART 265 Illustration. (3)** (Prereq: AART 103, 111, 112 and 210 or consent of instructor) Basic illustration projects emphasizing principles of visual communication, development of resource material. Composition and preparation of sketches, comprehensives and finished illustrations in a variety of media. Traditional and contemporary styles in illustration. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- AART 310 Intermediate Painting I. (3)** (Prereq: AART 210 or consent of instructor). Still lifes, landscapes, models in various media. The student is encouraged to be creative and self-expressive. (AART 310 is a prerequisite for AART 311.)
- AART 311 Intermediate Painting II. (3)** (Prereq: AART 310 or consent of instructor) A continuation of AART 310.
- AART 315 Intermediate Printmaking I. (3)** (Prereq: AART 215 or consent of instructor) Intaglio, lithography and relief techniques including the execution of original works in these media.
- AART 316 Intermediate Printmaking II. (3)** (Prereq: AART 315 or consent of instructor) Intaglio, lithography and relief techniques including the execution of original works in these media.
- AART 320 Intermediate Ceramics I. (3)** (Prereq: AART 220 or consent of instructor) Further study of wheel throwing or hand building techniques.
- AART 321 Intermediate Ceramics II. (3)** (Prereq: AART 320 or consent of instructor) Further study of wheel throwing or hand building techniques.
- AART 330 Intermediate Drawing I. (3)** (Prereq: AART 112 or consent of instructor) Enhancing graphic richness in drawings with intellectual and visual perception as content.
- AART 331 Intermediate Drawing II. (3)** (Prereq: AART 330) Contemporary cultural stimuli as the content for drawing projects. Emphasis on intellectual and emotive approaches.
- AART 345 Intermediate Graphic Design I. (3)** (Prereq: AART 245) 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.
- AART 346 Intermediate Graphic Design II (3).** (Prereq: AART 345 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.
- AART 360 Intermediate Photography. (3)** (Prereq: AART 261 or consent of instructor) Advanced techniques and procedures of taking, processing and printing black and white photographs. (Must have access to 35mm camera.)
- AART 363 Color Photography. (3)** (Prereq: AART 261) Processing of color slides, negatives and prints, with an emphasis on producing works of artistic merit and technical proficiency.
- AART 364 Digital Photography. (3)** (Prereq: AART 261 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.
- AART 370 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.
- AART 371 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.
- AART 380 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.
- AART 398 Topics in Studio Art. (3)** Intensive study in studio art.
- AART 399 Independent Study. (3-9)** (Prereq: permission of instructor) Course content for AART 399 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 Aiken will not count toward the major requirements in Columbia but may be used as a free elective.
- AART 410 Advanced Painting I. (3)** (Prereq: AART 311.) Students are given further opportunity to develop according to their own interests.
- AART 411 Advanced Painting II. (3)** (Prereq: AART 410) Students are given further opportunity to develop according to their own interests.
- AART 415 Advanced Printmaking I. (3)** (Prereq: AART 316) The processes and materials of making fine prints.
- AART 416 Advanced Printmaking II. (3)** (Prereq: AART 415) The processes and materials of making fine prints.
- AART 420 Advanced Ceramics I. (3)** (Prereq: AART 321) Pursuit of a personal artistic expression through the ceramic process by developing clay bodies, surface embellishments and firing methods.
- AART 421 Advanced Ceramics II. (3)** (Prereq: AART 420) Pursuit of a personal artistic expression through the ceramic process by developing appropriate clay bodies, surface embellishments and firing methods.
- AART 524 Workshop: Ceramics. (3)** Advanced investigation and analysis of problems and methods in ceramics. Topics vary with suffix.
- AART 549 Directed Internship. (3)** (Prereq: AART 345 and consent of instructor) Supervised professional experience in Graphic Design. (contract required)

## Music (AMUS)

- AMUS 101 Voice I. (1-2)** (Prereq: consent of department chair) Individual instruction for development of technique and learning of appropriate repertoire. Not for beginners. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 102 Voice II. (1-2)** (Prereq: AMUS 101 and consent of department chair). Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 103 Applied Voice Class. (3)** The course includes the study of vocal techniques, enunciation in singing, reading of different materials and songs, performance before an audience and the study of repertory for solo singing.
- AMUS 104 Intermediate Voice Class. (3)** (Prereq: AMUS 103 or consent of instructor) A course for the more advanced voice students meeting in a group. Emphasis on more advanced solo repertoire including sacred songs, arias and art songs in foreign languages and in translation.
- AMUS 112 Percussion Instruments I. (1-2)** (Prereq: consent of department chair) Individual instruction for development of technique and learning of appropriate repertoire. Not for beginners. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 113 Percussion Instruments II. (1-2)** (Prereq: AMUS 112 and consent of department chair). Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 121 Organ I. (1-2)** (Prereq: consent of department chair) Individual instruction for development of technique and learning of appropriate repertoire. Not for beginners. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 122 Organ II. (1-2)** (Prereq: AMUS 121 and consent of department chair). Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 133 Piano I. (1-2)** (Prereq: consent of department chair) Individual instruction for development of technique and learning of appropriate repertoire. Not for beginners. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 134 Piano II. (1-2)** (Prereq: AMUS 133 and consent of department chair). Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 135 Group Piano. (3)** A course for beginning piano students meeting in groups. Emphasis on music reading and elementary techniques. May be repeated but not for degree credit.
- AMUS 136 Intermediate Group Piano. (3)** (Prereq: AMUS 135 or consent of instructor) A continuation of AMUS 135 with special emphasis on baroque dances, classical sonatinas and short romantic character pieces.
- AMUS 141 String Instruments I. (1-2)** (Prereq: consent of department chair) Individual instruction for development of technique and learning of appropriate repertoire. Not for beginners. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 142 String Instruments II. (1-2)** (Prereq: AMUS 141 and consent of department chair). Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 143 Group Guitar. (3)** A course for beginning guitar students meeting in groups. Emphasis on music reading and elementary techniques.
- AMUS 144 Intermediate Group Guitar. (3)** (Prereq: AMUS 143) A continuation of AMUS 143. Emphasis on music reading and intermediate techniques.
- AMUS 151 Woodwind Instruments I. (1-2)** (Prereq: consent of department chair) Individual instruction for development of technique and learning of appropriate repertoire. Not for beginners. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 152 Woodwind Instruments II. (1-2)** (Prereq: AMUS 151 and consent of department chair). Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 161 Brass Instruments I. (1-2)** (Prereq: consent of department chair) Individual instruction for development of technique and learning of appropriate repertoire. Not for beginners. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 162 Brass Instruments II. (1-2)** (Prereq: AMUS 161 and consent of department chair). Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete 2 semesters of this course before enrolling in the next level.)
- AMUS 173 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.
- AMUS 175 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.)
- AMUS 183 Pep Band I. (1)** (Prereq: Consent of instructor) Rehearsal and performance of Pep Band music with participation in public performances for athletic events and civic functions. May be repeated for degree credit for a total of 2 hours.

- AMUS 184 University Band I. (1)** Rehearsal and performance of band music with participation in off-campus concerts. May be repeated for degree credit for a total of 2 hours.
- AMUS 185 University Choir I. (1)** The student will study and apply concepts of artistic choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the Twentieth Century and participating in public performances of the University Choir. May be repeated for degree credit for a total of 2 hours.
- AMUS 186 Masterworks Chorale I. (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.
- AMUS 186 Masterworks Chorale I. (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.
- AMUS 187 Jazz Ensemble. (1)** Rehearsal and performance of jazz ensemble music. May be repeated for degree credit for a total of two hours.
- AMUS 190 Fundamentals of Music. (3)** Methods for understanding basic aural and written music skills. An understanding of the historical development of music notation will be explained as students develop concepts of rhythm, melody, harmony, form and expression. May be of special interest to Elementary Education majors as well as majors in Fine Arts.
- AMUS 195 Music Technology. (3)** Introductory course in the application of music technology. Topics to include sound synthesis, computer composition and performance, computer-assisted instruction in music, music notation, music sequencing and MIDI (musical instrument digital interface), sampling, and multi-media. This course contains a substantial technology component.
- AMUS 283 Pep Band II. (1)** (Prereq: AMUS 183 or consent of instructor) Continuation of rehearsal and performance of pep band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit for a total of 2 hours.)
- AMUS 284 University Band II. (1)** (Prereq: AMUS 184 or consent of instructor) Continuation of rehearsal and performance of band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit for a total of 2 hours.)
- AMUS 285 University Choir II. (1)** (Prereq: AMUS 185 or consent of instructor) Continued study of development and applied concepts of artistic choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the Twentieth Century and participating in public performances of the University Choir. (May be repeated for degree credit for a total of 2 hours.)
- AMUS 286 Masterworks Chorale II. (1)** (Prereq: AMUS 186) Continued development of 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.
- AMUS 287 Jazz Ensemble II. (1)** (Prereq: AMUS 187, 2 semesters) Continued rehearsal and performance of jazz ensemble music. May be repeated for degree credit for a total of two hours.
- AMUS 291 Music Theory and Technology I. (3)** (Prereq: AMUS 190 with grade of C or better or permission of Department Chair; coreq: AMUS 293) An introduction to the basic concepts of music theory and the materials of music. Written and analytical applications including major and minor scales, harmonic structures, and two-part and free composition. Computer-assisted instruction. This course contains a substantial technology component.
- AMUS 292 Music Theory and Technology II. (3)** (Prereq: AMUS 291 with a grade of C or better; coreq: AMUS 294) A continuation of and expansion on the techniques and materials presented in AMUS 291. Written and analytical applications include tonal organization in music of the 18th and 19th centuries with emphasis on linear and harmonic aspects. Computer-assisted instruction. This course contains a substantial technology component.
- AMUS 293 Aural Techniques I. (1)** (Prereq: AMUS 190 or permission of Department Chair; coreq: AMUS 291) Sight singing and ear training to support the study of AMUS 291 Music Theory and Technology I.
- AMUS 294 Aural Techniques II. (1)** (Prereq: AMUS 293 with a grade of C or better; coreq: AMUS 292) Continuation of the study of sight singing and ear training skills to support the study of AMUS 292 Music Theory and Technology II.
- AMUS 301 Voice III. (1-2)** (Prereq: AMUS 102 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 2 semesters of this course before enrolling in the next level.)
- AMUS 302 Voice IV. (1-2)** (Prereq: AMUS 301 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated once for degree credit.)
- AMUS 305 Psychology of Music.[=APSY 305](3)** (Prereq: APSY 101 and either AMUS 173 or 175) The study of the experimental and theoretical issues pertaining to the sensory, perceptual, cognitive, and behavioral factors which are involved in listening to and performing music. The course will include topics such as the perception of tone and rhythm, musical meaning, and the social psychology of music. Course is cross-listed in Psychology and Visual and Performing Arts Department and will count for credit in one but not both fields.
- AMUS 312 Percussion Instruments III. (1-2)** (Prereq: AMUS 113 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 2 semesters of this course before enrolling in the next level.)

- AMUS 313 Percussion Instruments IV. (1-2)** (Prereq: AMUS 312 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated once for degree credit.)
- AMUS 321 Organ III. (1-2)** (Prereq: AMUS 122 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 2 semesters of this course before enrolling in the next level.)
- AMUS 322 Organ IV. (1-2)** (Prereq: AMUS 321 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated once for degree credit.)
- AMUS 330 Conducting. (3)** (Prereq: AMUS 190 or permission of Department Chair) Basic conducting technique for use with vocal and instrumental groups. Effective rehearsal strategies and organizational matters will also be addressed.
- AMUS 333 Piano III. (1-2)** (Prereq: AMUS 134 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 2 semesters of this course before enrolling in the next level.)
- AMUS 334 Piano IV. (1-2)** (Prereq: AMUS 333 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated once for degree credit.)
- AMUS 341 String Instruments III. (1-2)** (Prereq: AMUS 142 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 2 semesters of this course before enrolling in the next level.)
- AMUS 342 String Instruments IV. (1-2)** (Prereq: AMUS 341 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated once for degree credit.)
- AMUS 351 Woodwind Instruments III. (1-2)** (Prereq: AMUS 152 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 2 semesters of this course before enrolling in the next level.)
- AMUS 352 Woodwind Instruments IV. (1-2)** (Prereq: AMUS 351 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated once for degree credit.)
- AMUS 361 Brass Instruments III. (1-2)** (Prereq: AMUS 162 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 2 semesters of this course before enrolling in the next level.)
- AMUS 362 Brass Instruments IV. (1-2)** (Prereq: AMUS 361 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated once for degree credit.)
- AMUS 371 History of Western Music I. (3)** A study of music and its place in western civilization from the middle ages through the baroque.
- AMUS 372 History of Western Music II. (3)** A study of music and its place in western civilization from the 18<sup>th</sup> century to the present.
- AMUS 373 Survey of the Opera. (3)** A survey of the literature of Baroque, Classic, Romantic and modern opera, with special attention given to most prominent works from each school. Extensive use of recorded examples.
- AMUS 383 Pep Band III. (1)** (Prereq: AMUS 283 or consent of instructor) Continuation of rehearsal and performance of pep band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit for a total of 2 hours.)
- AMUS 384 University Band III. (1)** (Prereq: AMUS 284 or consent of instructor) Continuation of rehearsal and performance of band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit for a total of 2 hours.)
- AMUS 385 University Choir III. (1)** (Prereq: AMUS 285 or consent of instructor) Continued study of development and applied concepts of artistic choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the Twentieth Century and participating in public performances of the University Choir. (May be repeated for degree credit for a total of 2 hours.)
- AMUS 386 Masterworks Chorale III. (1)** (Prereq: AMUS 286) Continued development of 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.
- AMUS 387 Jazz Ensemble III. (1)** (Prereq: AMUS 287, 2 semesters) Continued rehearsal and performance of jazz ensemble music. May be repeated for degree credit for a total of two hours.
- AMUS 391 Selected Topics in Music. (1-3)** Topic for any semester to be announced by suffix and title in the schedule of classes.
- AMUS 392 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. .
- AMUS 393 Selected Topics in Music History. (1-3)** Topics in music history to be announced by suffix and title in the schedule of classes.
- AMUS 399 Independent Study. (1-6)** (Prereq: consent of instructor) Independent study in music.
- AMUS 483 Pep Band IV. (1)** (Prereq: AMUS 383 or consent of instructor) Continuation of rehearsal and performance of pep band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit for a total of 2 hours.)
- AMUS 484 University Band IV. (1)** (Prereq: AMUS 384 or consent of instructor) Continuation of rehearsal and performance of band music with participation in public performances

for athletic events and civic functions. (May be repeated for degree credit for a total of 2 hours.)

- AMUS 485 University Choir IV. (1)** (Prereq: AMUS 385 or consent of instructor) Continued study of development and applied concepts of artistic choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the Twentieth Century and participating in public performances of the University Choir. (May be repeated for degree credit for a total of 2 hours.)
- AMUS 486 Masterworks Chorale IV. (1)** (Prereq: AMUS 386) Continued development of 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.
- AMUS 487 Jazz Ensemble IV. (1)** (Prereq: AMUS 387, 2 semesters) Continued rehearsal and performance of jazz ensemble music. May be repeated for degree credit for a total of two hours.

#### Theatre (ATHE)

- ATHE 155 Stagecraft. (3)** A beginning course in the principles and practice of stagecraft.
- ATHE 161 Introduction to Theatre Art. (3 each)** Understanding and criticism of dramatic literature, history and production.
- ATHE 170 Fundamentals of Acting I. (3)** The technique of body and voice control; improvisations; interpretation of characters: characterization applied to scenes.
- ATHE 220 Theatre Laboratory. (1)** Supervised participation in a theatre production. No formal class meetings (meetings arranged according to particular production projects). May be repeated for credit, but no more than 4 credits may be applied to departmental major.
- ATHE 274 Beginning Modern Theatrical Dance. (1)** Fundamental skills and terminology through creative movement, patterns, and improvisation.
- ATHE 288 Introduction to Stage Lighting. (3)** Principles and practices of theatrical lighting design.
- ATHE 351 Theatre Graphics. (3)** An introduction to the specialized graphic techniques used in the preparation of a theatrical design. Assignments will provide practice in the execution interpretation of working drawings, perspective sketches, color renderings, scale models, etc. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ATHE 361 History of Theatre I. (3)** (Prereq: ATHE 161) 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.
- ATHE 362 History of Theatre II. (3)** (Prereq: ATHE 361) 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.
- ATHE 370 Intermediate Acting. (3)** (Prereq: ATHE 170) A continuation of scene study and character development. (Students who received credit for ATHE 171 may not take this course for credit.)
- ATHE 372 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 3 hours credit.)
- ATHE 374 Intermediate Modern Theatrical Dance (1).** (Prereq: ATHE 274). Continuation of ATHE 274, increased dance skills through creative movement, patterns, improvisations, and compositional problems. (May be repeated for degree credit for a total of 3 hours.)
- ATHE 375 Beginning Ballet. (1)**
- ATHE 376 Intermediate Ballet I. (1)** (Prereq: ATHE 375 or consent of instructor.)
- ATHE 377 Intermediate Ballet II. (1)** (Prereq: ATHE 376 or consent of instructor. May be repeated for degree credit for a total of 3 hours.)
- ATHE 378 Beginning Jazz Dance. (1)** (Prereq: none) Performance of Jazz dance and its styles from its origins to its use of the contemporary stage.
- ATHE 379 Intermediate Jazz Dance. (1)** (Prereq: ATHE 378) Development of Jazz movement and styles. Control, rhythm, and continuity are emphasized. A continuation of ATHE 378.
- ATHE 398 Topics in Theatre. (3)** (Prereq: permission of instructor) Study of selected topics in theatre. Individual title and suffix to be announced with each topic.
- ATHE 399 Independent Study. (3-6)** (Prereq: permission of instructor)
- ATHE 452 Stage Costume Construction (3).** Principles and practices of costume construction, including color, line, form, materials, pattern making, masks, and wigs.
- ATHE 455 Stage Management. (3)** (Prereq: ATHE 155, 170, 288) A practical study of the principles and procedures of stage management for the theatre.
- ATHE 456 Scenic Design (3).** (Prereq: ATHE 155 and ATHE 351) Survey of the history and principles of scenic design. Assignments will involve drawings, water color, sketches, and scale model. (Spring semesters only.)
- ATHE 478 Play Direction (3).** (Prereq: ATHE 370 and ATHE 455 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. Offered spring semester of odd numbers years only.
- ATHE 522 Creative Drama. (3)** Methods and techniques in developing and leading informal dramatic activity with children.
- ATHE 526 Children's Theatre. (3)** (Prereq: consent of instructor) Special problems in producing plays for child audiences.
- ATHE 529 Theatre Management. (3)** Problems involved in organizing, administering and promoting the non-professional theatre.
- ATHE 570 Advanced Acting. (3)** (Prereq: ATHE 170, 370) Theory and practice in the development of a role and an understanding of the audience-actor relationship.

- ATHE 575 Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.
- ATHE 576 Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.
- ATHE 596 Directed Internship in Theatre. (3)** (Prereq: ATHE 155, 288, 170, 370, 575 and consent of instructor) Supervised Professional Experience in Theatre. (contract required)

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OTHER COURSES OFFERED BY THE  
COLLEGE OF HUMANITIES AND  
SOCIAL SCIENCES

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**Humanities (AHUM)**

- AHUM 107 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.
- AHUM 201 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.
- AHUM 202 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.
- AHUM 211 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.
- AHUM 301 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).

**Human Services (ASHS)**

- ASHS 201 Introduction to Human Services. (3)** (Prereq: ASCY 101) 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. (The course is required for sociology majors electing a concentration in human services. It may not be used to satisfy the general education requirement in social sciences.)

**Academic Support (ASUP)**

- ASUP 101 Strategies for Academic Achievement. (1)** An examination of the culture of academic life with emphasis on observing, analyzing, and incorporating strategies for college achievement. (Elective credit only)
- ASUP 110 Emerging Leader. (2)** (Prereq: Consent of instructor, 2.5 gpa, 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 a leader in their communities.
- ASUP 210 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 410 The Senior Year Experience. (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, skill development, and workplace related issues (workplace ethics, sexual harassment, discrimination, etc.). The class will also focus on how an individual's college experience has prepared him/her for life after graduation.

# College of Sciences

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Edward J. Callen, College Coordinator

The College of Sciences consists of the Department of Biology and Geology; the Department of Chemistry; 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, Mathematics/Computer Science, 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 (Graduate Regional Studies) 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 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, Mathematical Sciences, 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.

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## Ruth Patrick Science Education Center

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### Director

Gwendolyn B. Johnson (Mathematics), M.Ed., University of South Carolina, 1983

### Director, Center of Excellence in Educational Technology

Gary J. Senn (Science Education/Biology), Ph.D., Florida Institute of Technology, 1992

### Director, Central Savannah River Area Hub

Gloria W. Allen (Mathematics), M.Ed., University of South Carolina, 1982

The Ruth Patrick Science Education Center (RPSEC) is a cooperative effort between the University of South Carolina Aiken, business, industry, and schools in the Central Savannah River Area. Its programs challenge the present and inspire the future to effect systemic change in science and mathematics education. Its hands-on approach to teaching is designed 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 Ruth Patrick Science Education Center uses innovative methods to influence the quality of science and mathematics education, models effective instruction, and enhances students' and teachers' knowledge.

The Center offers educational institutes, courses and workshops for K-12 teachers that are designed both to increase basic knowledge of math and science as well as to enhance teaching skills. Programs are also offered for K-12 students to encourage their interest in both math and science. The Center emphasizes innovative, hands-on approaches that are intended to excite and encourage students and teachers as well as to allow them to have fun while they are learning. The Center 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.



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## DEPARTMENT OF BIOLOGY AND GEOLOGY

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Allen J. Dennis, Department Chair

### Professors

Allen J. Dennis (Geology), Ph.D., University of South Carolina, 1989  
*Fall 2002 Harold Orville Whitnall Professor of Geology Chair at Colgate University*

Hugh G. Hanlin (Zoology), Ph.D., Oregon State University, 1980

William A. Pirkle (Geology), Ph.D., University of North Carolina, 1972,  
*SCANA Chair in Physical Sciences*

Jeffrey M. Priest (Zoology/Wildlife Ecology), Ph.D., Southern Illinois University, 1986

Harry E. Shealy (Botany), Ph.D., University of South Carolina, 1972,

### Associate Professors

Garriet W. Smith (Microbiology), Ph.D., Clemson University, 1981

James R. Yates (Molecular Genetics), Ph.D., State University of New York at Albany, 1988

### Assistant Professors

Heather Bennett (Invertebrate Zoology), Ph.D., University of Rhode Island, 2000

Andrew R. Dyer, (Plant Ecology), Ph.D., University of California, Davis, 1996

William H. Jackson, Jr., (Immunology), Ph.D., Medical College of Georgia, 1995

David K. Strom (Physiology and Pharmacology), Ph.D., University of California, San Diego, 1990

### Senior Instructor

Karin A. Willoughby (Geology), M.S., Virginia Polytechnic Institute and State University, 1975

### Lecturers

Randolph J. Cumbest (Geology), Ph.D., Virginia Polytechnic Institute and State University, 1988

Gene W. Eidson (Toxicology), Ph.D., Clemson University, 1989

Donald W. Imm (Botany), Ph.D., University of Georgia, 1990

Durward B. Pridgen (Anatomy), M.D., Bowman Gray School of Medicine, Wake Forest University, 1969

Robert Van Pelt (Geology), Ph.D., City University of New York, 1990

Lynn D. Wike (Aquatic Biology), Ph.D., University of Illinois, 1987

Douglas E. Wyatt (Geology), Ph.D., University of South Carolina, 1995

### Distinguished Professors Emeriti

John D. Spooner (Entomology), Ph.D., University of Florida, 1964

John B. Westbrook (Zoology), Ph.D., University of Georgia 1972

## Department Mission Statement

The mission of the Department of Biology and Geology is to offer the highest quality learning experiences to both majors and non-majors. To that end, the curriculum contains both general education courses and coursework that prepares students for graduate school, professional school, or employment. We offer a Bachelor of Science degree and a Bachelor of Arts degree, both with a major in Biology, a minor in Biology, a minor in Geology, and three years of Geology curriculum transferable to other undergraduate institutions. Both Biology and Geology also offer concentrations in a Bachelor of Interdisciplinary Studies degree.

## Department Goals

Our goals are to offer course work and other experiences that enable students to: (1) *learn*; (2) *practice*; and (3) *communicate* our sciences.

Students of Biology or Geology at USCA are given opportunities to *learn* the history, principles, theories, and laws of our sciences primarily from lectures, readings, and laboratory experiences. Students are given opportunities to *practice* our sciences in the laboratory, in the classroom, and in research. With practice, students develop skills in problem solving, analytical thinking, decision-making, and leadership. Students are given opportunities to *communicate* their knowledge and experiences through classroom written and oral reports, essays, and other presentations. Additionally, a senior research project is required with both written and oral reports.

## Assessment

We use several methods to assess progress toward achieving our goals:

1. course embedded activities that require students to demonstrate their levels of learning, skills, and communication;
2. independent study courses and, for Biology majors, a senior research project wherein students organize, analyze, and interpret information, make decisions, and do other activities necessary to initiate and complete an independent scientific investigation culminating in written and oral reports;
3. a portfolio comprising written reports, lab notebooks, and other relevant materials;
4. a senior major field achievement test in Biology;
5. a senior exit interview; and
6. an alumni survey.

## Biology

The Biology Program offers students the opportunity to learn concepts, conduct research, communicate ideas, and accept responsibilities in a scientific setting. Biology majors and non-majors study the history, laws, principles, and theories of the biological sciences. By the time of graduation, Biology majors will have:

1. Worked productively within a group setting, recognizing the roles of leader and group member.
2. Used the scientific process to conduct and communicate research of biological concepts in both oral and written format.
3. Discussed the history, principles, theories, and laws of biological sciences.
4. Performed common biological laboratory and field exercises with minimal assistance from faculty.
5. Performed analytical procedures using scientific instruments with computer interface.
6. Analyzed data obtained from experiments or scientific journals for their significance and relevance to the field of Biology.

More information about the Biology Program's mission, goals, faculty research interests, student research opportunities, employment opportunities, and advisement is presented in the *Department of Biology and Geology Student Handbook* available from faculty advisors or the Department Office. Also see our home page on the World Wide Web at [www.usca.edu/bioge](http://www.usca.edu/bioge)

## 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 consists of five categories of courses to total a minimum of 120 semester hours:

1. **General Education Skills and Competencies** ..... 27-33
2. **General Education Methods and History of Discipline** ..... 29
3. **Courses in Major (Biology Courses)** ..... 35-39
4. **Cognate Courses (BS) or Minor (BA) (Upper level courses that support the major)** ..... 12-19
5. **Elective Courses** ..... 7-17

**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 is a special set of courses designed to support the Bachelor of Science degree with a major in Biology. See Cognate course description under the Bachelor of Science degree requirements.

### Minor

A minor in a discipline other than Biology is required for the Bachelor of Arts degree.

### 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 first year students with ABIO 199 and continue through the Sophomore and Junior years with ABIO 299 and 399. Additionally, we offer a research techniques lab course (ABIO 355). The series culminates with a Senior Research course (ABIO 499). The Department also offers Special Topics courses (ABIO 598 and AGLY 398, 598) in response to student interest and faculty expertise. All majors are required to participate in a seminar series (ABIO 490/AGLY 490) 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** ..... 56-62

- A. **Skills and Competencies<sup>1</sup>** ..... 27-33

English 101 and 102<sup>2</sup> ..... 6

Composition/Composition and Literature

Math/Statistics/Logic ..... 7-13

(Biology majors must take a minimum of

one Calculus course and one Statistics

course as detailed below)

*Calculus component:*

If you place in AMTH 141 and successfully complete this course, then you are finished with the Calculus requirement ..... 4

If you place in AMTH 122, then you must also take AMTH 111 in order to meet the General Chemistry pre- or corequisite ..... 6

If you place in AMTH 111, subsequently you will take AMTH 112 and AMTH 141 ..... 10

or you can take AMTH 111 followed by AMTH 122 ..... 6

*Statistics component: (choose one area)*

AMTH 201, APSY 225 or ABUS 296 ..... 3

Computer Science (choose one of the following) ..... 3

ACSC 102, 145, 204, 205 or 206

Applied Speech Communication<sup>3</sup> ..... 3

ACOM 201, 241, 342, 440

Foreign Language<sup>4</sup> ..... 8

- B. **Methods and History of Disciplines<sup>5</sup>** ..... 29

Natural Sciences ..... 8

ACHM 111 and ACHM 112

Social and Behavioral Sciences (at least two areas) ..... 6

Psychology, Sociology, Anthropology, Economics, Political Science, Geography

Humanities (at least two areas) ..... 9

Philosophy (not logic),

History, Literature, Fine Arts History,

Foreign Language (200 level and above),

Humanities (AHUM acronym), Religion,

Communications (Last two digits in 50s or 60s)

History of Civilization (AHST 101 or AHST 102) ..... 3

American Political Institutions ..... 3

(APLS 201, AHST 201, or AHST 202)

2. **Major Requirements<sup>6</sup>** ..... 38-41

Biology 101, 102 ..... 8

Biology 350, 370 ..... 8

Two additional courses at the 300 - level (not 399) ..... 8

Two 500-level courses ..... 6-8

Two additional courses at the 300-level or above

(no 598)\* ..... 7-8

\*ABIO 399 and 499 may be used for major credit, however only

five hours of biology credit can be obtained in this way

Biology 490 or Geology 490 ..... 1

3. **Minor** ..... 15-19

Requirements are prescribed by the college/school

that offers the minor program. See Department listings

for specific minor requirement. Courses taken toward

the minor cannot be counted toward major or general

education requirements, with the exception of free electives,

which may count toward the minor. All courses for the minor

must be passed with a grade of C or better. Students should

notify their advisor and the department chair of the minor that

is selected.

4. **Electives<sup>7,8</sup>** ..... 0-11

**Total hours required<sup>9</sup>** ..... 120

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.

<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.

<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>5</sup> At least 3 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.

<sup>6</sup> 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 101, 102, 350, and 370. 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.

<sup>7</sup> No more than three hours of activity courses may be counted as electives.

<sup>8</sup> Physics 201 and 202 are highly recommended electives and are required for admission into some professional schools.

<sup>9</sup> Developmental courses will not count toward the 120 hour requirement for a Bachelor of Arts with a Major in Biology.

## Bachelor of Science—Major in Biology

<b>1. General Education Requirements</b> .....	<b>56-62</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>27-33</b>
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature .....	
Math/Statistics/Logic .....	7-13
(Biology majors must take a minimum of one Calculus course and one Statistics course as detailed below)	
<i>Calculus component:</i>	
If you place in AMTH 141 and successfully complete this course, then you are finished with the Calculus requirement .....	4
If you place in AMTH 122, then you must also take AMTH 111 in order to meet the General Chemistry pre- or corequisite .....	6
If you place in AMTH 111, subsequently you will take AMTH 112 and AMTH 141 .....	10
or you can take AMTH 111 followed by AMTH 122 .....	6
<i>Statistics component: (choose one area)</i>	
AMTH 201, APSY 225 or ABUS 296 .....	3
Computer Science (choose one of the following) .....	3
ACSC 102, 145, 204, 205 or 206 .....	
Applied Speech Communication <sup>3</sup> .....	3
ACOM 201, 241, 342, 440 .....	
Foreign Language <sup>4</sup> .....	8
<b>B. Methods and History of Disciplines<sup>5</sup></b> .....	<b>29</b>
Natural Sciences .....	8
ACHM 111 and ACHM 112 .....	
Social and Behavioral Sciences (at least two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography .....	
Humanities (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Foreign Language (200 level and above), Humanities (AHUM acronym), Religion, Communications (Last two digits in 50s or 60s) .....	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202) .....	
<b>2. Major Requirements<sup>6</sup></b> .....	<b>37-40</b>
Biology 101, 102 .....	8
Biology 350, 370 .....	8
Another course at the 300 - level (not 399) .....	4
Two 500-level courses .....	6-8
Additional courses at the 300-level or above (no 598)* .....	7-8
*ABIO 399 may be used for up to 2 hours of biology credit	
Biology 490 or Geology 490 .....	1
Biology 499 .....	3
<b>3. Cognate (courses that support the major)</b> .....	<b>12</b>
In addition to the satisfactory completion of courses in the major field of study, a student must also complete a specified number of hours in advanced courses related to his/her major as prescribed by his/her major. At least one physics and one organic chemistry course is required for a B.S. Biology cognate.	
Physics (201, 202 or 211, 212) .....	4-8
Organic Chemistry (331, 331L, 332, 332L) .....	4-8
Students can satisfy the cognate by taking a combination of Physics and Organic Chemistry; however if only one of each is taken, four additional hours can be obtained from upper level chemistry, computer science, experimental psychology, geology, mathematics, or statistics. Courses from other fields may be allowed pending Departmental approval.	

<b>4. Electives<sup>7,8</sup></b> .....	<b>6-15</b>
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<b>Total hours required<sup>9</sup></b> .....	<b>120</b>
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- <sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.
- <sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.
- <sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.
- <sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.
- <sup>5</sup> At least 3 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.
- <sup>6</sup> 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 101, 102, 350, and 370. 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.
- <sup>7</sup> No more than three hours of activity courses may be counted as electives.
- <sup>8</sup> Physics 201 and 202 are highly recommended electives and are required for admission into some professional schools.
- <sup>9</sup> Developmental courses will not count toward the 120 hour requirement for a Bachelor of Science with a Major in Biology.

### Cognate in Biology

Non-biology majors wishing to take a cognate in Biology should choose courses from the 300 or 500 levels.

### 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 (ABIO 101 and 102). The Biology Minor consists of a minimum of 15 hours at or above the 300-level. We suggest that students seek the advice of the Department of Biology and Geology Chair regarding specific Biology courses best suited for their major.

### Geology

The first two to three years of course work leading to the Bachelor of Science degree in Geology are available at USCA. Appropriate courses at USCA for the geology major include general education courses; Geology 101, 102, 311, 325, 331, 335, 336, 398, 401, 401L, 431, 500, 570, 571 and 598; and courses in mathematics, chemistry or physics.

### Cognate in Geology

Those students wishing to complete a cognate in Geology should choose from the following: Geology 311, 325, 331, 335, 336, 398, 401, 401L, 431, 500, 570, 571 and 598.

### 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. The Geology Minor consists of a minimum of 15 hours drawn from the following:

AGLY 102 Historical Geology .....	4
AGLY 311 Paleontology .....	4
AGLY 325 Depositional and Diagenetic Environments .....	4
AGLY 331 Structural Geology .....	4
AGLY 335 Igneous and Metamorphic Environments .....	4

AGLY 336 Introduction to Geophysics .....	4
AGLY 398 Topics in Geology .....	1-4
AGLY 401 Environmental Geomorphology .....	3
AGLY 401L Environmental Geomorphology Laboratory .....	1
AGLY 431 Southern Appalachian Geology .....	4
AGLY 500 Field Geology .....	6
AGLY 570 Environmental Hydrogeology .....	3
AGLY 571 Environmental Hydrogeology Laboratory .....	1
AGLY 598 Advanced Topics in Geology .....	1-4

**Total hours required<sup>1</sup> .....** 15

<sup>1</sup> 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.

## Course Descriptions

### Biology (ABIO)

**ABIO 101 Biological Science I. (4)** Biological principles and concepts through the cellular level of organization including evolutionary processes. Three lecture and three laboratory hours per week. (Fall, Spring, Summer)

**ABIO 102 Biological Science II. (4)** Biological principles and concepts from the tissue through ecosystem levels of organization. Three lecture and three laboratory hours per week. (Fall, Spring, Summer)

**ABIO 199 Introduction to Biological Research I. (2)** (Prereq: consent of instructor and biology department approval). An independent study course in which students will write a literature review and proposal for a research project. This course is intended for freshman or sophomore biology majors who have the capability and strong desire to conduct biological research. (May not be used to meet general education requirements or for biology major credit.)

**ABIO 200 Plant Science. (4)** An introduction to plant science for the non-biology major. This course does not serve as a prerequisite for other biology courses. The significance of plants, plant development, physiology, genetics, evolution and ecology will be considered. Three lecture hours and three lab hours per week.

**ABIO 205 Human Biology. (4)** A topical course reviewing human anatomy and physiology, immunity and disease, cancer biology, and genetics. Three lecture and three laboratory hours per week. Satisfies General Education Lab Science Requirement.

**ABIO 206 Genetics and Society. (4)** (Designed for non-science majors) Genetic principles, emphasizing human heredity. Relevance of recent advances in genetics. Three lecture and three laboratory hours per week.

**ABIO 232 Anatomy. (4)** Required of students in nursing and pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week. (Fall, Spring, Summer)

**ABIO 242 Physiology. (4)** (Prereq: ABIO 101 or 102 or 232 and ACHM 101 or ACHM 111) Required of students in nursing and pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week. (Spring, Summer)

**ABIO 270 Environmental Life Science. (4)** This course emphasizes the biological and ecological principles that govern the interactions of humans with the biosphere. An emphasis is placed on the impact of population growth and the conservation of natural resources and environmental pollution. Not for Biology major credit. Three lecture hours per week and three laboratory hours per week.

**ABIO 280 Introduction to Turf Management. (3)** An introduction to the maintenance and care of golf course turf. The course will include topics on turfgrass species, maintenance practices, pest management and the impact of turf management on the environment.

**ABIO 299 Introduction to Biological Research II. (3)** (Prereq: ABIO 199, consent of instructor and biology department approval). An independent study course in which students will implement and complete a research project. Oral and written results required. This course is intended for freshman and sophomore biology majors who have the capability and strong desire to conduct biological research. (May not be used to meet general education requirements or for biology major credit.)

**ABIO 302 Cell and Molecular Biology. (4)** (Prereq: ABIO 101, AMTH 111, ACHM 112; Prereq. or coreq.: ACHM 331). 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. (Spring)

**ABIO 312 Invertebrate Zoology. (4)** (Prereq: ABIO 102 and sophomore standing) Phylogenetic and comparative aspects of anatomy, physiology, reproduction and embryology of invertebrate phyla of the animal kingdom. Three lecture and three laboratory hours per week. (Fall)

**ABIO 315 Comparative Vertebrate Anatomy. (4)** (Prereq: ABIO 102 and sophomore standing) Phylogenetic and comparative aspects of anatomy and embryology. Three lecture and three laboratory hours per week. (Fall)

**ABIO 316 Vertebrate Zoology. (4)** (Prereq: ABIO 102 and sophomore standing) Morphology, systematics, evolution, life history, distribution, ecology of vertebrates. Laboratory study will emphasize native species. Field trips and collections required. Three lecture and three laboratory hours per week. (Spring, even years)

**ABIO 320 Principles of Botany. (4)** (Prereq: ABIO 102) A phylogenetic survey of the major plant and fungal divisions and consideration of their structure, life history and development. Three lecture and three laboratory hours per week. (Fall)

**ABIO 325 Plant Physiology. (4)** (Prereq: ABIO 320 and ACHM 112) Principles of plant physiology with emphasis on higher plants and the concept of whole-plant physiology. Three lecture and three laboratory hours per week. (Spring)

**ABIO 330 Microbiology I. (4)** (Prereq: ABIO 102 or 242 and ACHM 102 or ACHM 111) An introduction to bacteria and viruses, emphasizing morphology, ultrastructure, metabolism and growth. Discussion of pathogenic microorganisms, antigen-antibody relationships and anti-microbial agents. Three lecture and three laboratory hours per week. (Fall, Spring, Summer)

**ABIO 340 Virology. (4)** (Prereq: ABIO 101 and 102) Basic virological 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 (Spring, odd years).

- ABIO 350** **Fundamental Genetics I. (4)** (Prereq: ABIO 101 and 102, ACHM 112) Principles of transmission and molecular genetics; quantitative inheritance; recombination; biochemical aspects of gene function and regulation; developmental and population genetics. Examples drawn from microorganisms, plants, animals and man. Three lecture and three laboratory hours per week. (Spring)
- ABIO 355** **Integrated Research Techniques. (3)** (Prereq: ABIO 101, 102; ACHM 111, 112; AMTH 111) Integrated Research Techniques is designed to introduce the student to the use of technology in research along with methods of scientific inquiry, especially as they apply to biology, both by study and by practice. Topics will focus on the integration and use of technology in areas such as experimental design, literature searches, data collection and statistical analysis, scientific writing and oral presentation skills.
- ABIO 360** **Animal Physiology. (4)** (Prereq: ABIO 350) Cellular, systemic and organismal principles with a significant emphasis upon comparative aspects of animal physiology. Three lecture and three laboratory hours per week. (Fall)
- ABIO 370** **Ecology and Evolution. (4)** (Prereq: ABIO 102; AMTH 111 or 122 or consent of instructor) Introduction to theory of ecological interactions, population biology, evolutionary processes, and adaptive strategies of organisms. Three lecture and three laboratory hours per week. (Fall)
- ABIO 399** **Independent Study: Biology. (1-2)** (Prereq: 16 hours of biology and biology faculty approval) One hour of credit can be awarded following the successful completion of a literature review or a set of prearranged laboratory exercises, two hours of credit can be earned upon the completion of an approved literature review and preliminary research. (May not be used for biology major credit.)
- ABIO 490** **Senior Seminar. (1)** (Prereq: 90 semester hours) Discussion and presentation of current topics in biology and geology by students, faculty, and visiting scientists. Emphasis is placed on effective oral communication and critical examination of scientific information and ideas. Students will discuss current papers in the fields of biology and geology as a prelude to weekly seminars given by faculty, visiting scientists, and USCA biology majors. Spring, Fall: Pass/Fail.
- ABIO 499** **Senior Research: Biology. (3)** (Prereq: consent of instructor and project approval by biology faculty; successful completion of fourteen hours or more credit in Biology Courses at or above the 300-level; successful completion of the Writing Proficiency Portfolio or AEGL 201; Coreq: ABIO 490 or AGLY 490). A capstone experience involving independent scientific research that will culminate with written and oral reports. One hour (formal) and six hours (informal) per week. Research topic should be approved one semester prior to enrollment. Offered in Fall, Spring, and Summer, however ABIO 499 cannot be taken as a corequisite in summer. Students enrolled in ABIO 499 in Summer must therefore enroll in ABIO/AGLY 490 prior to enrolling in ABIO 499.
- ABIO 502** **Advanced Cell/Molecular Biology. (3)** (Prereq: ABIO 302) This course is designed to expand upon the basic principles of Cell/Molecular Biology as presented in ABIO 302. Special emphasis will be placed on molecular aspects of the Biology of cells. (Spring)
- ABIO 510** **Entomology. (4)** (Prereq: ABIO 312 or consent of instructor). The anatomy, taxonomy, behavior, physiology, life histories, and origin and evolution of Arthropoda with special consideration of diversity and medical economic importance of insects. Local and coastal work is involved.
- ABIO 516** **Herpetology. (4)** (Prereq: ABIO 316 or consent of instructor) 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. (Spring, odd years)
- ABIO 528** **Seasonal Flora. (4)** (Prereq: ABIO 320 or consent of instructor) 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. Two lecture and four laboratory hours per week. (Summer)
- ABIO 540** **Cancer Biology. (3)** (Prereq: ABIO 302 or ABIO 350) 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.
- ABIO 541** **Principles of Biochemistry. (3)** (Prereq: ACHM 332 and ABIO 101 or consent of instructor) A survey of the fundamental principles of biochemistry. Three lecture hours per week. (Fall)
- ABIO 542** **Principles of Biochemistry II. (3)** (Prereq: ABIO 541 or consent of instructor) 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. (Spring).
- ABIO 550** **Immunology. (3)** (Prereq: ABIO 350) 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. (Spring, even years).
- ABIO 570** **Principles of Ecology. (4)** (Prereq: ABIO 370, statistics) Interactions between organisms and the environment; ecosystem structure and function; sampling techniques and data analysis. Three lecture and three laboratory hours per week. (Spring, even years)
- ABIO 571** **Ecology of the Southern Appalachians. (3)** (Prereq: ABIO 320 or consent of instructor) An introduction to the ecology of the Southern Appalachian mountains in general and the Great Smoky National Park in particular. Covers the formation of the mountains, glaciation and its effect on floral communities of the GSMNP, Whitaker's classification, abiotic factors affecting plant and animal communities of the Southern Appalachians, plant morphology and taxonomy, the

effect of exotic species on native species and orienteering. Additional fees required at registration. (Spring, even years)

**ABIO 572 Wetlands Ecology. (4)** (Prereq: ABIO 370). Wetlands history, hydrology, soils, vegetation, chemistry, social impacts and roles as ecotones. Emphasis is on the ecological principles associated with wetland structure and function. 3 lecture and 3 laboratory hours per week. Required weekend field trips.

**ABIO 573 Forest Ecology. (4)** (Prereq: ABIO 370). Identification of forest communities based on the biological and non-biological characteristics that define the inherent processes of those communities. Functional processes related to local community interactions as well as successional development of communities will be examined. 3 lecture and 3 laboratory hours per week. Required weekend field trips.

**ABIO 580 Ecology of the Bahamas (4)** (Prereq: ABIO 320 or consent of instructor). A study of terrestrial and marine ecosystems including structural and functional interactions among various biotic and abiotic components. All field studies and a portion of the lectures are performed at the Bahamian Field Station in San Salvador, Bahamas. Subjects covered include plant adaptations and distribution, biogeochemical cycling, coral reef and mangrove ecology. In-depth studies of seagrass meadows will be conducted at different permanent sites around the island. Additional fees required. (Taught December-January break (enroll in Spring semester) and July-August (enroll in Fall semester)).

**ABIO 581 Tropical Marine Biology. (3)** (Prereq: Junior standing and consent of instructor) The objective of this course is to provide an overview of tropical marine ecosystems and their biological communities with a special focus on coral reefs and coral reef organisms. There will be a strong emphasis 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 the Bahamian Field Station on San Salvador Island, Bahamas. Special permission required. For major credit in Biology a student must also have ABIO 312 and ABIO 320. Additional fees assessed by Bahamian Field Station. (Summer)

**ABIO 583 Pathology of Coastal Organisms. (3)** (Prereq: Junior standing and consent of instructor) 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 will also be covered. Course will consist of morning lectures, afternoon field trips, and evening laboratories. Course will be taught at the Bermuda Biological Station in August. Students must have special permission and register through BBS. For major credit in biology a student must also have ABIO 312 and ABIO 320. Additional fees assessed by Bermuda Biological Station. (Summer)

**ABIO 598 Special Topics: (Biology). (3-4)** (Prereq: Junior standing and consent of instructor) A lecture course in advanced biological science not covered in detail in existing courses. Courses for three credit hours will meet for three lecture hours each week. Those courses for four credit hours will meet for three lecture and three laboratory hours each week.

### Geology (AGLY)

**AGLY 101 Physical Geology. (4)** This course will illustrate the methods and enterprise of science as they have been applied to interpret the earth. The technical subject matter will be concerned as much with natural processes as with their products—the minerals, rocks, fossils, structure and surface forms of the earth. The course will emphasize the interplay between hypothesis, experiment and observable fact that characterizes productive physical science. Three lectures and three laboratory hours per week.

**AGLY 102 Historical Geology. (4)** The practice of geology as a historical science with emphasis on the methods of analysis, nature of the record and guiding philosophy that have allowed geologists to decipher the history of the earth. Three lectures and three laboratory hours per week.

**AGLY 103 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.

**AGLY 201 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.

**AGLY 311 Paleontology. (4)** (Prereq: AGLY 101, or ABIO 101, or MSCI 101 or permission of instructor) Descriptive environmental biogeographic and evolutionary aspects of paleontology, using examples from the major groups of fossils. Three hour lecture, three hour laboratory each week. Field trips.

**AGLY 325 Depositional and Diagenetic Environments. (4)** (Prereq: AGLY 101) 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.

**AGLY 331 Structural Geology. (4)** (Prereq: AMTH 141 or AMTH 122) Deformation of the earths 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.

**AGLY 335 Igneous and Metamorphic Environments. (4)** (Prereq: AGLY 101, ACHM 111) A survey of the mineralogy and petrology of igneous and metamorphic rocks emphasizing plate 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.

- AGLY 336 Introduction to Geophysics. (4)** (Prereq: AMTH 142, AGLY 101, and APHY 201 or APHY 211) Structure and dynamics of the solid earth; fundamentals of plate tectonics, geodesy, gravity, seismology, geochronology, and thermal studies. Includes laboratory.
- AGLY 398 Topics in Geology (1-4)** (Specified prereq. or permission of instructor) Selected topics in the Geological Sciences. Laboratory and field experiences may be included where appropriate.
- AGLY 399 Independent Study. (1-4)** (Prereq: permission of instructor)
- AGLY 401 Environmental Geomorphology. (3)** (Prereq: AGLY 101 or AGLY 103 or AGLY 201) Analysis of the processes that create land forms at outcrop, map, and regional scales, in a plate tectonic context. Application of inductive reasoning to the interpretation of geomorphic features.
- AGLY 401L Environmental Geomorphology Laboratory. (1)** (Prereq: AGLY 101 or AGLY 103 or AGLY 201; Coreq: AGLY 401) Basic principles of mapmaking in the field. Required field trips over Spring Break and several weekends.
- AGLY 431 Southern Appalachian Geology. (4)** (Prereq: AGLY 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.
- AGLY 490 Senior Seminar. (1)** (Prereq: 90 semester hours) Discussion and presentation of current topics in biology and geology by students, faculty, and visiting scientists. Emphasis is placed on effective oral communication and critical examination of scientific information and ideas. Students will discuss current papers in the fields of biology and geology as a prelude to weekly seminars given by faculty, visiting scientists, and USCA biology majors. Spring, Fall: Pass/Fail.
- AGLY 500 Field Geology. (6)** (Prereq: 16 hours in geology, not including AGLY 103, or 201; permission of instructor) 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.
- AGLY 570 Environmental Hydrogeology. (3)** (Prereq: AGLY 101 and AMTH 119 or AMTH 141 or AMTH 122 or permission of instructor) 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 AGLY 571 is optional).
- AGLY 571 Environmental Hydrogeology Laboratory. (1)** (Coreq: AGLY 570) Laboratory to accompany Environmental Hydrogeology (AGLY 570).
- AGLY 598 Advanced Topics in Geology. (1-4)** (Prereq: specified prerequisites, or permission of instructor) An in-depth study of highly specialized geological topics not covered in detail in existing courses.

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## DEPARTMENT OF CHEMISTRY

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Monty Fetterolf, Department Chair

### Associate Professors

- Monty L. Fetterolf (Chemistry), Ph.D., University of California at Santa Barbara, 1987  
 Jack G. Goldsmith (Chemistry), Ph.D., University of North Carolina at Chapel Hill, 1994  
 Kutty Pariyadath (Chemistry), Ph.D., State University of New York at Stony Brook, 1977  
 Ann M. Willbrand (Chemistry), Ph.D., Florida State University, 1981

### Laboratory Manager/ Lecturer

Ronald J. Ruszczyc (Chemistry), Ph.D., State University of New York at Buffalo, 1985

### Lecturers

Susan Glenn (Chemistry), Ph.D., University of South Carolina, 2001  
 Morris Jones (Chemistry), M.S., University of South Carolina, 1999

## Department Mission Statement

The Department of Chemistry 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 chemistry resource for the community. To this end, the department offers a B.S. Degree with a Major in Chemistry, a Minor in Chemistry, and courses that may be used to satisfy the chemistry requirements that are stipulated by other degrees, or to satisfy the General Education Requirements in science.

## Curricula

The Department of Chemistry 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 he/she completes all requirements for the degree. Students will be assisted in course selection by their major advisor.

The cognate is a minimum of 12 hours 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 sophomore level or above and may be distributed over more than one subject area. A student wishing greater depth in an area may choose a minor which will encompass the cognate requirements.

For more information, see the USC Aiken Chemistry Department website at: <http://chemistry.usca.edu>.

## 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.**

A student wishing to become certified to teach chemistry at the secondary school level may select the Bachelor of Science in Secondary Education with certification in Chemistry through the School of Education (see page 117). 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**

Requirements for the chemistry major are listed below. For a chemistry major, a grade of C or higher is required in all chemistry courses counting towards the degree.

<b>1. General Education Requirements</b> .....	<b>61-62</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>32-33</b>
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature .....	
Applied Speech Communication <sup>3</sup> .....	3
Mathematics (AMTH 141, 142 and 241) .....	12
Computer Science (ACSC 145 <sup>4</sup> ) .....	3-4
Foreign Language <sup>5</sup> .....	8
<b>B. Methods and History of Disciplines<sup>6</sup></b> .....	<b>29</b>
Natural Sciences .....	8
APHY 211 and 212 or APHY 201 and 202 .....	
Social and Behavioral Sciences (at least two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography .....	
Humanities (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Foreign Language (200 level and above), Humanities (AHUM acronym), Religion, Communications (Last two digits in 50s or 60s) .....	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202) .....	
<b>2. Major Requirements<sup>7,8</sup></b> .....	<b>40</b>
ACHM 111, 112, 321, 321L 331, 331L, 332, 332L, 541, 541L, 542, 542L, 511, 511L, 522, 499 <sup>9</sup> .....	
<b>3. Cognate<sup>10</sup></b> .....	<b>8-12</b>
<b>4. Electives<sup>11</sup></b> .....	<b>6-11</b>
<b>Total hours required</b> .....	<b>120</b>

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.

<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.

<sup>4</sup> Equivalent computer science course emphasizing problem-solving and programming in a procedural language may also be acceptable.

<sup>5</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>6</sup> At least 3 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.

<sup>7</sup> A grade of C or higher is required in all chemistry courses counting toward the degree.

<sup>8</sup> A maximum of 46 hours of Chemistry courses can be applied toward graduation.

<sup>9</sup> Completion of a thesis and seminar on the research project are required for graduation.

<sup>10</sup> APHY 212 can be counted toward a cognate.

<sup>11</sup> Developmental courses can not be used toward this degree.

### **Minor in Chemistry**

#### **Requirements:**

ACHM 331/331L .....	4
ACHM 332/332L .....	4
ACHM 321/321L or ACHM 522 .....	4
ACHM 340/340L or ACHM 541/541L or ACHM 542/542L .....	4
<b>Total hours required</b> .....	<b>16</b>

### **Course Descriptions**

#### **Chemistry (ACHM)**

<b>ACHM 101</b>	<b>Introduction to Chemistry. (4)</b> (Prereq: Successful completion of AMTH 099, placement into AMTH 108 or above, or consent of the department) An introduction to the principles and vocabulary of chemistry appropriate for those in the health sciences or for general education. The first of a two-semester sequence of courses (ACHM 101 and ACHM 102); not intended for those in engineering, mathematical and natural sciences; three lecture hours and three lab hours per week.
<b>ACHM 102</b>	<b>Introduction to Organic and Biochemistry. (4)</b> (Prereq: ACHM 101 or consent of the department) The second semester of a two-semester sequence of courses appropriate for those in the health sciences or for general education. A survey of the nomenclature and reactions of organic compounds, and their application to the study of molecules relevant to biochemistry; not intended for those in engineering, mathematical and natural sciences; three lecture hours and three lab hours per week.
<b>ACHM 105</b>	<b>Chemistry in Society. (4)</b> (Prereq: none) An introduction to 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. Designed as a general education course. Not intended for allied health or nursing majors or for engineering, science, or premed majors requiring two or more semesters of chemistry.
<b>ACHM 111</b>	<b>General Chemistry I. (4)</b> (Prereq: at least one year of high school chemistry, ACHM 105, ACHM 101 or an equivalent course, or consent of the department; prereq/coreq: AMTH 111) 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 per week.
<b>ACHM 112</b>	<b>General Chemistry II. (4)</b> (Prereq: ACHM 111 or consent of the department) 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 per week.
<b>ACHM 321</b>	<b>Quantitative Analysis. (3)</b> (Prereq: ACHM 112; coreq: ACHM 321L) Treatment of solution equilibria in conjunction with an introduction to statistical methods, spectroscopy, separations, and electrochemistry. Three lecture hours per week.



- ACHM 321L Quantitative Analysis Laboratory. (1)** (Coreq: ACHM 321) The practice of volumetric and gravimetric analysis with exposure to spectroscopic, chromatographic, and electrochemical methods. Three laboratory hours per week.
- ACHM 331 Organic Chemistry I. (3)** (Prereq: ACHM 112; coreq: ACHM 331L) Nomenclature, reactions, mechanisms and synthesis of carbon compounds. Three lecture hours per week.
- ACHM 331L Organic Chemistry Laboratory I. (1)** (Coreq: ACHM 331) Laboratory safety, synthesis, separation and purification of carbon compounds. Three laboratory hours per week.
- ACHM 332 Organic Chemistry II. (3)** (Prereq: ACHM 331; coreq: ACHM 332L) A continuation of ACHM 331. Three lecture hours per week.
- ACHM 332L Organic Chemistry Laboratory II. (1)** (Prereq: ACHM 331L; coreq: ACHM 332) Continuation of ACHM 331L. Spectroscopic identification of carbon compounds. Three laboratory hours per week.
- ACHM 340 Introduction to Chemical Instrumentation. (3)** (Prereq: ACHM 331; Coreq: ACHM 340L) 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.
- ACHM 340L Introduction to Chemical Instrumentation Laboratory. (1)** (Coreq: ACHM 340) 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.
- ACHM 399 Independent Study. (1-4)** (Prereq: permission of instructor)
- ACHM 498 Topics in Chemistry. (1-4)** (Senior standing or consent of instructor) Selected topics in Chemistry. Lecture and/or laboratory course in advanced topics not covered in existing courses.
- ACHM 499 Senior Research. (1-3)** (Prereq: permission of instructor; coreq: senior status) Available only for senior chemistry majors. 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. During the first semester of enrollment in ACHM 499 the student may enroll for two to three semester hours. Subsequently, a student may enroll for up to three additional semester hours. A minimum of three semester hours are required for graduation and a student can enroll for a maximum of six credit hours.
- ACHM 511 Inorganic Chemistry. (3)** (Prereq: or coreq: ACHM 541 or consent of department) Consideration of atomic structure, valence, complex compounds and systematic study of the periodic table. Three lecture hours per week.
- ACHM 511L Inorganic Chemistry Laboratory. (2)** (Coreq: ACHM 511 or consent of department) The synthesis and characterization of inorganic compounds by specialized methods. Six laboratory hours per week. (formerly ACHM 513)
- ACHM 522 Instrumental Analysis. (4)** (Prereq: ACHM 542 or consent of department) Theory and applications of instrumental methods of chemical analysis. Two lecture and six laboratory hours per week.
- ACHM 541 Physical Chemistry I. (3)** (Prereq: ACHM 112 and APHY 212 or APHY 202; coreq: AMTH 241, ACHM 541L or consent of department) Theories and laws relating to chemical changes. Three lectures per week.
- ACHM 541L Physical Chemistry Laboratory I. (1)** (Coreq: ACHM 541 or consent of department) Applications of physical chemical techniques. Three laboratory hours per week.
- ACHM 542 Physical Chemistry II. (3)** (Prereq: 541; coreq: ACHM 542L or consent of department) Theories and laws relating to chemical changes; a continuation of ACHM 541. Three lecture hours per week.
- ACHM 542L Physical Chemistry Laboratory II. (1)** (Prereq: ACHM 541L; coreq: ACHM 542 or consent of department) Applications of physical chemistry techniques. Three laboratory hours per week.
- ACHM 550 Principles of Biochemistry. (3)** (Prereq: ABIO 101, ACHM 332, ACHM 541) An introduction to the chemistry of biological compounds and cellular processes emphasizing thermodynamics, kinetics, and structure.
- ACHM 590 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.

**Mathematics, Computer Science,  
Engineering, Physics, and Astronomy**

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Michael D. May, Department Chair  
David G. Jaspers, Math Learning Center Director

**Associate Professors**

Stelios Kapranidis (Mathematics, Computer Science, and Physics),  
Ph.D., University of Washington, 1981  
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  
Reginald Koo (Mathematics), Ph.D., University of South Carolina, 1985

**Assistant Professors**

Teiling Chen (Mathematics and Computer Science), Ph.D., University of  
Western Ontario, 2001  
Koffi Fadimba (Mathematics), Ph.D., University of South Carolina, 1993  
Rao Li (Mathematics and Computer Science), Ph.D., University of  
Memphis, 1999  
Michael D. May (Engineering and Mathematics), M.S., U.S. Naval  
Postgraduate School, 1976  
Thomas F. Reid (Mathematics and Statistics), Ph.D., University of North  
Carolina, 1997

**Senior Instructor**

David G. Jaspers (Mathematics), M.S., University of South Carolina,  
1984

**Instructors**

S. Jane C. Beattie-Scott (Mathematics), M.M., University of South  
Carolina, 1983  
Jane C. Lybrand (Mathematics), M.Ed., University of South Carolina,  
1970  
Nancy R. Moseley (Mathematics), M.A.T., University of South Carolina,  
1975  
Huiqing Yang (Mathematics and Computer Science), M.S., University of  
Southern Mississippi, 1999; Ph.D., University of Mississippi,  
expected 2002  
Yilian Zhang (Mathematics and Computer Science), M.S., Beijing  
Normal University (China), 1997; M.S., University of Rochester,  
expected 2002; Ph.D., University of Rochester, expected 2002

**Distinguished Professors Emeriti**

Henry S. Gurr (Physics), Ph.D., Case Western Reserve University, 1966  
Robert G. Phillips (Mathematics), Ph.D., University of California at Los  
Angeles, 1968

**Professor Emeritus**

Frederick P. Huston, III (Computer Science), M.A., Emory University,  
1972

**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, engineering, physics and astronomy. 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 Mathematics 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 Mathematics/Computer Science and the Bachelor of Science degree with a major in Industrial Mathematics. The Department also offers a number of courses required for USC's engineering programs, minors or BIS concentrations in either mathematics or computer science, and serves other disciplines at USCA through course offerings which provide basic skills necessary for general education or for the pursuit of studies in those disciplines.

Mathematics Placement Testing is described on page 10.

**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.

**The Math Lab**

The Math Lab of the Department of Mathematical Sciences offers a variety of services to help students in freshman and some sophomore level mathematics courses as well as other courses which use mathematics. The Math Lab, staffed by student tutors, offers free tutoring to any USCA student in these courses. It also provides a number of learning aids such as video or audio tapes, books, software, and manuals. Students are encouraged to come to the Math Lab for help with their math courses. No appointment is necessary and hours when student tutors are available are posted on the door. The Math Lab is located in the Administration Building Room 219.

The **Computer Aided Instructional (CAI)** Service is provided as part of AMTH 112. It is staffed by an Instructor and student assistants. Students are to come to the CAI lab at designated times as indicated in their schedule or as agreed upon by the student and instructor. The **Testing Service**, staffed by student assistants, provides outside class testing for students in AMTH 112 and the calculus sequence AMTH 141, 142, and 241.

**Engineering**

USCA offers the first two years of the USC Columbia Engineering program. The program offers the core courses common to all specialties in engineering and prepares the student to transfer as a junior to the Columbia campus or to other universities which offer baccalaureate degrees in engineering. The requirements for the first two years for all engineering majors are the following:

<b>Mathematics:</b>	AMTH 141, 142, 241, 242
<b>Chemistry:</b>	ACHM 111, 112
<b>Physics:</b>	APHY 211, 212
<b>Engineering:</b>	ENGR 101, 102, 200 ELCT 221

In addition, the following list shows requirements for the given major:

<b>Chemical Engineering:</b>	ENGR 290
<b>Civil Engineering:</b>	ENGR 210, 260
<b>Electrical and Computer Engineering:</b>	EECE 211
<b>Mechanical Engineering:</b>	ENGR 210, 260, 290

Students wishing to take a **cognate** in Engineering should choose courses from: ENGR 200, 210, 260, 290, or EECE 211, or ELCT 221.

**Humanities & Social Sciences:** English 101 and 102 (a grade of C or better in each; the student may repeat these courses until a grade of C or better is earned); three hours in history and three hours in fine arts; and 12 hours subject to certain restrictions chosen from the following fields: anthropology, art history, economics, English language and literature, foreign languages (above 300 level), government, history, international studies, music appreciation, philosophy, psychology, religion, sociology, and theatre art. These 12 hours must be chosen so that the total humanities and social science program does not include more than four fields of study and so that one field includes at least three courses with at least one of those courses at the 300 level or above. This means that you can choose at most one other area in addition to English, history, and fine arts. Certain additional restrictions apply to the selection of these courses. Students should consult closely with their advisors to be sure these requirements are satisfied. Students planning to change to the Columbia campus must either make a satisfactory score on the Foreign Language Placement Test or else complete two semesters of the same foreign language.

#### **Bachelor of Science—Major in Mathematics/Computer Science**

The program for the Bachelor of Science degree in Mathematics/Computer Science allows the flexibility for a student to choose a general advisement track or a computer science advisement track. The curriculum provides a background for graduate studies and/or careers in mathematics or computer science.

<b>1. General Education Requirements</b>	<b>57</b>
<b>A. Skills and Competencies<sup>1</sup></b>	<b>28</b>
English 101 and 102 <sup>2</sup>	6
Composition/Composition and Literature	
Applied Speech Communication <sup>3</sup>	3
Foreign Language <sup>4</sup>	8
Mathematics <sup>5</sup> (AMTH 141, 142, 174)	11
<b>B. Methods and History of Disciplines<sup>6</sup></b>	<b>29</b>
Natural Sciences (choose 8 hours from the same area)	8
ACHM 111, 112 or APHY 211, 212, or Biology, Geology	
Social/Behavioral Sciences (at least two areas)	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
Humanities (at least two areas)	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Foreign Language 200 and above, Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102)	3
American Political Institutions (APLS 201, AHST 201, or AHST 202)	3

<b>2. Major Requirements<sup>5</sup></b>	<b>52</b>
<b>Core Courses:</b>	<b>24</b>
AMTH 241, 242, 544	11
ACSC 145, 146, 562	11
AMTH/ACSC 590	3
<b>General Advisement Track:</b>	<b>27</b>
AMTH 546 or AMTH 554	3
ACSC 210, ACSC 220	6
Other AMTH or ACSC courses numbered above 300 <sup>7</sup>	18
or	
<b>Computer Science Advisement Track:</b>	<b>27</b>
ACSC 210, 220, 330, 420, 411, 520	18
Other AMTH or ACSC courses numbered above 300 <sup>5</sup>	9

<b>3. Cognate or Minor</b>	
A cognate or minor is not required because of the interdisciplinary nature of the program.	
<b>4. Electives<sup>8</sup></b>	<b>11</b>
<b>Total hours required<sup>6</sup></b>	<b>120</b>

- <sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.
- <sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.
- <sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.
- <sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.
- <sup>5</sup> Must have C or better
- <sup>6</sup> At least 3 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.
- <sup>7</sup> At most 6 hours of Independent study may be used
- <sup>8</sup> Developmental courses cannot be used for credit toward this degree.

#### **Bachelor of Science—Major in Industrial Mathematics**

The Bachelor of Science degree in Industrial Mathematics prepares mathematically oriented students for careers in industry. The curriculum includes a variety of courses in mathematics, computer science, the natural sciences, and engineering.

<b>1. General Education Requirements</b>	<b>57</b>
<b>A. Skills and Competencies<sup>1</sup></b>	<b>28</b>
English 101 and 102 <sup>2</sup>	6
Composition/Composition and Literature	
Applied Speech Communication <sup>3</sup>	3
Foreign Language <sup>4</sup>	8
Mathematics <sup>5</sup> (AMTH 141, 142, 174)	11
<b>B. Methods and History of Disciplines<sup>6</sup></b>	<b>29</b>
Natural Sciences	8
APHY 211 and 212	
Social/Behavioral Sciences (at least two areas)	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
Humanities (at least two areas)	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Foreign Language 200 and above, Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102)	3
American Political Institutions (APLS 201, AHST 201, or AHST 202)	3

<b>2. Major Requirements<sup>5</sup></b> .....	<b>37</b>
AMTH 241 Calculus III .....	4
AMTH 242 Differential Equations .....	4
AMTH 544 Linear Algebra .....	3
ASTA 509 Statistics .....	3
ASTA 510 Statistical Quality Assurance .....	3
AMTH 518 Industrial Mathematics I .....	3
AMTH 519 Industrial Mathematics II .....	3
AMTH 599 Senior Project .....	3
ACSC 145 Introduction to Algorithmic Design I .....	4
ACSC 146 Introduction to Algorithmic Design II .....	4
ACSC 562 Numerical Methods .....	3
<b>3. Engineering<sup>5</sup></b> .....	<b>12</b>
Engineering (USCA) courses numbered 200 and above .....	12
<b>4. Technical Electives<sup>7</sup></b> .....	<b>11</b>
<b>5. Electives</b> .....	<b>9</b>
<b>Total hours required<sup>6</sup></b> .....	<b>126</b>

- <sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.
- <sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.
- <sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.
- <sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.
- <sup>5</sup> Must have C or better
- <sup>6</sup> At least 3 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.
- <sup>7</sup> Technical electives may be chosen from natural sciences (except APHY 211 and 212), computer science (courses numbered 200 and above), mathematics (courses numbered 300 and above), engineering (ENGR 102 and courses numbered 200 and above), technical writing or other courses approved by the Department. Technical electives may include no more than nine credit hours of engineering technology courses offered by technical colleges and approved by the Department.

### Minor in Computer Science

#### **Prerequisites:**

Mathematics placement above AMTH 111, or completion of either AMTH 111 or 170 with a grade of C or better.

#### **Corequisite:**

AMTH 174 Discrete Mathematics for Computer Science. This course must be completed with a grade of C or better before taking ACSC 220. AMTH 174 may be used in partial fulfillment of General Education requirements.

#### **Requirements:**

ACSC 145 Introduction to Algorithmic Design I .....	4
ACSC 146 Introduction to Algorithmic Design II .....	4
ACSC 210 Comp. Systems and Assembler Lang. Prog. ....	3
ACSC 220 Data Structures and Algorithms .....	3
One additional ACSC course numbered 200 or above, or EECE 211 Intro. to Comp. Engineering .....	3
One additional ACSC course numbered 300 or above .....	3

**Total hours required** ..... **20**

### Minor in Mathematics

#### **Prerequisite:**

Completion of AMTH 141 and AMTH 142 with grades of C or better.

#### **Requirements:**

AMTH 174 Discrete Mathematics .....	3
AMTH 241 Calculus III .....	4
AMTH 242 Ordinary Differential Equations .....	4
Two other Math or Stat courses number 300 and above (except 503) ..	6

**Total hours required** ..... **17**

Students wishing to take a **cognate** in Mathematics/Computer Science should take any Mathematics courses numbered 241 or above, or Computer Science 145, 146, or any Computer Science courses numbered 210 or above.

### Physics/Astronomy

Students wishing to major in Physics or Astronomy may complete part of the curriculum at USCA. Successful completion of these courses will allow the student to transfer to another university to continue studies toward the baccalaureate degree. In addition to the general education requirements, students should take Physics 211, 212; Mathematics 141, 142, 241, 242; Chemistry 111, 112; and Foreign Language. (See complete Physics major program in *USC Columbia Bulletin*.)

### Course Descriptions

#### Astronomy (AAST)

**AAST 111 Descriptive Astronomy. (3)** Introduction to the solar system and distant celestial objects such as stars, galaxies, nebulas, quasars, black holes. Intended primarily for the non-science major. Three lecture hours per week. (Spring)

**AAST 111L Descriptive Astronomy Laboratory. (1)** (Prereq or Coreq: AAST 111) Study and telescope observations of the night time sky, exercises and demonstrations to accompany AAST 111. Three laboratory hours per week. (Spring)

#### Computer Science (ACSC)

**ACSC 101 Introduction to Computer Concepts. (3)** (Prereq: placement in AMTH 099/108 or above or satisfactory completion of a developmental algebra course) 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.

**ACSC 102 Computer Applications and Programming. (3)** (Prereq: grade of C or better in AMTH 108, placement higher than AMTH 108 or consent of department) Introduction to systematic computer problem-solving using a procedural language. Emphasis is placed upon algorithm development and program implementation. This course also provides exposure to applications such as spreadsheets, database management and web-page design leading to an advanced level of competency. The course is intended for students who are already familiar with the basic use of computers for non-calculating purposes (word processing, use of the internet, email, etc.) and who desire a background in computer solutions to practical problems.

- ACSC 145 Introduction to Algorithmic Design I. (4)** (Prereq: by mathematics placement above AMTH 111, or completion of either AMTH 111 or 170 with a grade of C or better, or consent of instructor). Designing algorithms and programming in a procedural language. Three hours of lectures and three hours of laboratory per week.
- ACSC 146 Introduction to Algorithmic Design II. (4)** (Prereq: grade of C or higher in ACSC 145) A continuation of ACSC 145. Rigorous development of algorithms and computer programs; elementary data structures. Three hours of lectures and three hours of laboratory per week.
- ACSC 204 BASIC Programming. (3)** Computer programming in the BASIC language. BASIC is the beginner's all-purpose symbolic language available for most microcomputers.
- ACSC 205 COBOL Programming. (3)** Computer programming in the COBOL language. COBOL is a business applications programming language.
- ACSC 206 FORTRAN Programming. (3)** (Prereq: by mathematics placement above AMTH 111, or completion of AMTH 111 or AMTH 122 or AMTH 170 with a grade of C or better, or consent of department) Computer programming in the FORTRAN language. FORTRAN is a scientific applications programming language.
- ACSC 207 C Programming and the UNIX Environment. (3)** (Prereq: completion of either ACSC 145 or ACSC 206 with a grade of C or better, or consent of Department.) Programming in C under the UNIX programming environment, I/O programming, UNIX processes, fork, exec, pipes and signals, the UNIX environment tools.
- ACSC 209 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.
- ACSC 210 Computer Systems and Assembler Language Programming. (3)** (Prereq: completion of ACSC 145 with a grade of C or better) Computer organization; addressing techniques; assembler language programming; arithmetic and logical instructions; subroutines, linkages and macros; errors.
- ACSC 220 Data Structures and Algorithms. (3)** (Prereq: Grade of C or better in AMTH 174 and ACSC 146, 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.
- ACSC 330 Programming Language Structures. (3)** (Prereq: Grade of C or better in ACSC 210 and ACSC 220) Formal specification syntax and semantics; structure of algorithms; list processing and string manipulation languages; statement types, control structures, and interfacing procedures.
- ACSC 399 Independent Study. (3-9)** (Prereq: consent of instructor)
- ACSC 411 Operating Systems. (3)** (Prereq: a grade of C or better in ACSC 220) Basic concepts and terminology of operating systems. Process implementation, synchronization, memory management, protection, resource allocation, system modeling, pragmatic aspects, case studies.
- ACSC 415 Data and Computer Communications. (3)** (Prereq: ACSC 220) The study of concepts and techniques used in designing and implementing data communications systems. Topics will include fundamental limitations on communication systems through high level applications protocols such as HTML. The concepts of layered systems will be presented using OSI and TCP/IP systems as examples.
- ACSC 420 File Management. (3)** (Prereq: grade of C or better in ACSC 220) Review of input/output devices, input/output management; file organization; sorting; searching and merging; file structures in database systems; time and storage space considerations.
- ACSC 492, 493, 494, 495 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.
- ACSC 520 Database System Design. (3)** (Prereq: grade of C or better in ACSC 420) Database organization; design and use of database management systems; database models, including network, hierarchical and relational; data description languages, data independence and representation.
- ACSC 562 Numerical Methods. (3)** (Prereq: grade of C or better in AMTH 242 and AMTH 544 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.
- ACSC 590 Math/CS Capstone Seminar. [=AMTH 590](3)** (Prereq: Senior standing in Math/CS or Math Ed major, or consent of Department). 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 (ENGR)

- ENGR 101 Introduction to Engineering I. (3)** Engineering problem solving using computers and other engineering tools.
- ENGR 102 Introduction to Engineering II. (3)** Introduction to basic concepts in engineering graphics as a means of communication, including orthographic projections, descriptive modeling, and computer graphics.
- ENGR 200 Statics. (3)** (Prereq: AMTH 141) 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.
- ENGR 210 Dynamics. (3)** (Prereq: ENGR 200) Kinematics of particles and rigid bodies. Kinetics of particles with emphasis on Newton's second law; energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.
- ENGR 260 Introduction to the Mechanics of Solids. (3)** (Prereq: ENGR 200 and a grade of C or better in AMTH 142, or consent of department). Concepts of stress and strain; stress analysis of basic structural members, consideration of combined stress, including Mohr's Circle; introductory analysis of deflection; buckling of columns.

**ENGR 290 Thermodynamic Fundamentals. (3)** (Prereq: grade of C or better in AMTH 142) Definitions, work, heat and energy. First law analyses of systems and control volumes. Second law analysis.

**ENGR 330 Introduction to Vibrations. (3)** (Prereq: ENGR 210, AMTH 242) Theoretical and experimental analysis of systems involving one degree of freedom, including measurement methods. Introduction to free vibrations in systems with two degrees of freedom.

**ENGR 360 Fluid Mechanics. (3)** (Prereq: ENGR 200, APHY 211) Basic principles of fluid statics and dynamics; conservation laws of mass, momentum and energy developed in the context of control volume formulation; application of dimensional analysis, dynamic similitude, steady-state laminar viscous flow, and turbulent flow.

#### Engineering, Electrical and Computer (EECE)

**EECE 211 Digital Logic Design. (3)** (Prereq: AMTH 141) Computer structures; logic design; sequential machines; engineering computing.

#### Electrical Engineering (ELCT)

**ELCT 221 Circuits I. (3)** (Prereq: AMTH 142). Linear circuit analysis and design.

#### Mechanical Engineering (EMCH)

**EMCH 301 Numerical Methods for Engineers. (3)** (Prereq: AMTH 242) Applications of numerical methods and digital computers to solve engineering problems. Methods of integration, differentiation, solution to ordinary differential equations, root-finding, and solution of simultaneous equations.

**EMCH 327 Design of Mechanical Elements (3)** (Prereq: ENGR 210, 260, 360) 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.

#### Mathematics (AMTH)

**AMTH 103 Mathematics for Practical Purposes I. (3)** Contemporary mathematical thinking is emphasized through a broad study of topics which could be used in making both personal and political decisions. Some of the topics will be taken from the following: management science (networks, circuits, planning and scheduling), social and political choice and decision making (voting systems, weighted voting, Banzhaf power index, fair division, apportionment), and personal and public finance (investing for savings, amortizing debt, decision-making using consumer finance models and inflation). Appropriate technology will be used to support the course.

**AMTH 104 Mathematics for Practical Purposes II. (3)** Contemporary mathematical thinking is emphasized through a broad study of topics which could be used in making both personal and political decisions. Topics will be taken from the following: mathematics of competition and conflict (game theory), size and shape (scaling real objects, similarity and growth, symmetry and patterns, Fibonacci numbers, Escher tilings), logic (propositional logic, analytical reasoning, models of deduction), coding information using number theory for accuracy and privacy, and statistics and probability (random sampling, statistical evidence, statistics in practice, application). Appropriate technology will be

used to support the course. This course may be taken before AMTH 103.

**AMTH 108 Applied College Algebra. (3)** (Prereq: by placement, C or better in an elementary algebra course, or by consent of department) 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 2 hours lecture and 2 hours collaborative learning, discussion, and exploratory activities).

**AMTH 111 Precalculus Mathematics I. (3)** (Prereq: by placement, satisfactory completion of AMTH 099 or grade of C or better in AMTH 108, or consent of department; may be taken concurrently with AMTH 112) Topics in algebra specifically needed for AMTH 141, 142, 241: 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.

**AMTH 112 Precalculus Mathematics II. (3)** (Prereq: by placement, satisfactory completion of AMTH 099 or grade of C or better in AMTH 108, or consent of department; may be taken concurrently with but not before AMTH 111) Topics in trigonometry specifically needed for AMTH 141, 142, 241: trigonometric functions and their applications. Includes the study of complex numbers, vectors and polar coordinates.

**AMTH 122 Survey of Calculus with Applications. (3)** (Prereq: by placement, satisfactory completion of AMTH 099 or grade of C or better in AMTH 108, or consent of department). An introduction to differential and integral calculus with an emphasis on applications. Review of functions and graphs; derivatives of algebraic, logarithmic, and exponential functions; curve sketching, optimization problems; partial derivatives and Lagrange multipliers; area under a curve. (Not intended for those who plan to take more than one calculus course).

**AMTH 140L Introduction to Computer Algebra. (1)** (Prereq: placement above AMTH 111 and 112 and C or better in AMTH 111 and 112, or consent of Department) A laboratory course to introduce a computer algebra system in various fields of mathematics such as algebra, trigonometry and calculus with emphasis on how to use the software to solve complex problems symbolically, numerically and graphically. Highly recommended for students entering calculus sequence AMTH 141, 142, 241.

**AMTH 141 Calculus I. (4)** (Prereq: by placement, consent of department, or grade of C or better in AMTH 111 and AMTH 112) Functions; limits; derivatives of algebraic, trigonometric, exponential, and logarithmic functions; graphical concepts including parametric equations; and introduction to integration. (6 hours a week typically divided into 3 hours lecture, and 3 hours discussion and exploratory activities).

**AMTH 142 Calculus II. (4)** (Prereq: grade of C or better in AMTH 141 or consent of department) Integration including change of variable and integration by parts; applications to area and volume. Infinite series including power series, Taylor's formula, and approximations. (6 hours a week typically divided into 3 hours lecture, and 3 hours discussion and exploratory activities).

- AMTH 170 Finite Mathematics. (3)** (Prereq: by placement, satisfactory completion of AMTH 099 or grade of C or better in AMTH 108, or consent of department). Matrices, systems of linear equations, linear programming, permutations and combinations, elementary probability and statistics, mathematics of finance. (A student who earned credit for AMTH 121 may not take AMTH 170 for credit.)
- AMTH 174 Discrete Mathematics for Computer Science. (3)** (Prereq: by mathematics placement above AMTH 111, completion of either AMTH 111 or AMTH 170 with a grade of C or better, or consent of department) Basic mathematics needed for the study of computer science: Propositions and predicates; mathematical induction, sets, relations, boolean algebra, automata, grammars and languages, computable functions.
- AMTH 199 Selected Topics in Freshman Mathematics. (3)** (Prereq: consent of department). Topics in mathematics at the freshman level which are not regularly covered in the standard Mathematics curriculum.
- AMTH 221 Basic Concepts of Elementary Mathematics. (3)** (Prereq: by placement, satisfactory completion of AMTH 099 or grade of C or better in AMTH 108, or consent of department). The meaning of number, 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.
- AMTH 222 Basic Concepts of Elementary Mathematics. (3)** (Prereq: grade of C or better in AMTH 221) 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.
- AMTH 241 Calculus III. (4)** (Prereq: grade of C or better in AMTH 142 or consent of instructor) Vector algebra and vector calculus, including gradients, vector fields, line integrals, multiple integrals, divergence and rotation, Jacobians, and cylindrical and spherical coordinates. (6 hours a week typically divided into 3 hours lecture, and 3 hours discussion and exploratory activities).
- AMTH 242 Ordinary Differential Equations. (4)** (Prereq: grade of C or better in AMTH 241 or consent of instructor) First order and linear higher order ordinary differential equations, systems of equations, Laplace transforms. (Three lecture hours and three hours laboratory).
- AMTH 399 Independent Study. (3-9)** (Prereq: consent of instructor)
- AMTH 420 History of Mathematics. (3)** (Prereq: a grade of C or better in AMTH 142 and AMTH 174 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.
- AMTH 492, 493, 494, 495 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.
- AMTH 503 Geometry for Middle School/General Mathematics Teachers (3)** (Prereq: by examination placement above AMTH 112, a grade of C or better in AMTH 221 or AMTH 222, or by a grade of C or better in AMTH 111 and AMTH 112, 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 middle school and elementary education majors and teachers of General Mathematics at the secondary level. (This course is not appropriate for secondary mathematics certification).
- AMTH 518 Industrial Mathematics I. (3)** (Prereq: a grade of C or better in AMTH 174 and AMTH 544 and ASTA 509) 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.
- AMTH 519 Industrial Mathematics II. (3)** (Prereq: a grade of C or better in AMTH 242 and AMTH 544) 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.
- AMTH 531 Foundations of Geometry. (3)** (Prereq: AMTH 241 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.
- AMTH 540 Modern Applied Algebra. (3)** (Prereq: grade of C or better in AMTH 544; and also grade of C or better in either AMTH 174 or EECE 211; or consent of Department). Introductory modern algebra emphasizing finite structures useful in applied areas, including binary relations and Boolean algebras. Applications of the mathematical topics studied are a significant part of the course.
- AMTH 544 Linear Algebra. (3)** (Prereq: grade of C or better in AMTH 241 or consent of the department) 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.
- AMTH 546 Introduction to Algebraic Structures. (3)** (Prereq: grade of C or better in AMTH 544 and also grade of C or better in either AMTH 174 or EECE 211; or consent of Department) Sets, mappings, equivalence relations. Elementary properties of semi-groups, groups, rings, fields.
- AMTH 550 Advanced Multivariable Calculus. (3)** (Prereq: grade of C or better in AMTH 241 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.
- AMTH 552 Complex Variables. (3)** (Prereq: A grade of C or better in AMTH 241). Complex integration, calculus of residues, conformal mapping, Taylor and Laurent series expansions, applications.
- AMTH 554 Introduction to Analysis. (3)** (Prereq: AMTH 241) Theory of functions of one variable; limits; continuity; differentiation, integration; Taylor series; power series; sequences and series of functions.

**AMTH 590 Math/CS Capstone Seminar. [=ACSC 590](3)** (Prereq: Senior standing in Math/CS or Math Ed major, or consent of Department). 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.

**AMTH 598 Internship in Industrial Mathematics. (3-6)** (Prereq: a grade of C or better in AMTH 519 and ASTA 510) Provides work experience in industry. The student will be given an assignment in an industry in which the mathematical, technical, engineering and communication skills can be employed. (Pass/Fail grading)

**AMTH 599 Senior Capstone Seminar in Industrial Mathematics. (3)** (Coreq or prereq: AMTH 598) Major topics and issues in industrial mathematics to be chosen by instructor. Requirements include a report of the student's internship, plus an integration of the principles of the course work in a project to be presented in class.

#### Statistics (ASTA)

**ASTA 201 Elementary Statistics. (3)** (Prereq: by placement, satisfactory completion of AMTH 099 or grade of C or better in AMTH 108, or consent of department). An introductory course in the fundamentals of modern statistics, descriptive statistics, probability and sampling, and correlation theory. Primarily for students in fields other than Mathematics who need a working knowledge of statistics.

**ASTA 509 Statistics. (3)** (Prereq: A grade of C or better in AMTH 141; or in both AMTH 122 and one of AMTH 170, ASTA 201, or APSY 225; or consent of the Department). 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.

**ASTA 510 Statistical Quality Assurance. (3)** (Prereq: a grade of C or better in ASTA 509) Basic graphical techniques and control charts. Experimentation in quality assurance. Sampling issues. Other topics include process capability studies, error analysis, estimation and reliability.

#### Physics (APHY)

**APHY 101 Introduction to Physical Science I. (3)** 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. Three lecture hours per week. (Fall)

**APHY 101L Physical Science Laboratory I. (1)** (Prereq or coreq: APHY 101) Experiments, exercises and demonstrations to accompany APHY 101. One two-hour laboratory and one hour recitation per week. (Fall) NOTE: A student may enroll in APHY 101 without enrolling in APHY 101L.

**APHY 102 Introduction to Physical Science II. (3)** A continuation of APHY 101 with emphasis to ideas, trends and applications of modern science. (Spring)

**APHY 108 Crossroads in Science. (1)** An examination of how science works. A comparison of scientific methods with other means of gaining knowledge (for example, humanistic, artistic, mathematical). Scientific and social consequences of the development of selected major scientific concepts are examined. This course may not be used for general education requirement in Natural Sciences).

**APHY 109 The Nuclear Arms Race. (1)** A series of weekly one-hour seminar lectures and group discussion of a very important social issue. The workings of the bomb and other weapons systems and associated world politics will be covered in a balanced manner.

**APHY 201 General Physics I. (4)** (Prereq: AMTH 111 and 112 or AMTH 122 or equivalent) The first part of an introductory course sequence covering mechanics, electromagnetism, wave motion, sound, heat, optics, relativity, quantum physics, atomic physics and nuclear physics. No previous background in physics is assumed. Three lecture hours, one hour recitation and one two-hour laboratory per week. (Fall)

**APHY 202 General Physics II. (4)** A continuation of APHY 201. Three hours of lecture, one hour recitation and one two-hour laboratory per week. (Spring)

**APHY 211 Essentials of Physics I. (4)** (Prereq: completion of AMTH 141) Mechanics, heat, wave motion and optics, electromagnetism and modern physics. First portion of a two-semester calculus-level course primarily for students of science and engineering. Three hours of lecture, one hour recitation and one two-hour laboratory per week. (Fall)

**APHY 212 Essentials of Physics II. (4)** A continuation of APHY 211. Three hours of lecture, one hour recitation and one two-hour laboratory per week. (Spring)

**APHY 398 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.

**APHY 399 Independent Study. (1-4)** (Prereq: permission of instructor)

**APHY 595 Topics in Physical Sciences for Teachers. (3-4)** (Prereq: permission of instructor) Selected topics in chemistry, physics and the earth sciences with related laboratory and field experiences. With 4 hours credit a formal laboratory will be included supplementing the lecture topics. (Cannot be used to satisfy Group V general education requirements.)



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## DEPARTMENT OF PSYCHOLOGY

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Edward J. Callen, Department Chair

### Professors

Thomas L. Boyd (Psychology), Ph.D., State University of New York-Binghamton, 1978  
Edward J. Callen (Psychology), Ph.D., Northern Illinois University, 1986  
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

### Assistant Professors

Devin A. Byrd (Psychology), Ph.D., Virginia Polytechnic Institute, 2000  
Maureen H. Carrigan (Psychology), Ph.D., Binghamton University, 1998

### Instructor

Laura A. Negel (Psychology), M.A., University of Tennessee, 2000;  
Ph.D., University of Tennessee, expected 2002

### Lecturer

John B. Bradley (Psychology), Ph.D., University of South Carolina, 1968

### Professor Emerita

Emilie Towler (Psychology), M.A., University of Rochester, 1948

## 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.

## 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.

## 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 Arts or Science—Major in Psychology

The principal difference between the Bachelor of Arts and the Bachelor of Science degree is that the Bachelor of Arts degree includes more humanities and/or social sciences courses, whereas the Bachelor of Science degree includes more natural and/or mathematical sciences courses.

In order to be awarded the Bachelor of Arts degree with a major in Psychology, the students must complete the University General Education Requirements, plus at least 3 additional hours in humanities or social sciences. Cognate or Minor requirements must be selected from humanities, social science, and/or business courses. Psychology 101 must be completed toward fulfillment of the Social and Behavioral Sciences general education requirement.

In order 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 4 additional hours in natural sciences or 3 additional hours in mathematical sciences. Cognate or Minor requirements must be selected from natural science and/or mathematical science courses. At least one course in calculus must be taken as partial fulfillment of the general education math requirement. Psychology 101 must be completed toward fulfillment of the Social and Behavioral Sciences general education requirement.

Major requirements are the same for both the Bachelor of Arts and Bachelor of Science degrees. These are Psychology 225, 225L, 226, and 300; plus at least 20 additional hours in Psychology at the 300 level or above. These 20 additional hours must include at least two lab courses, with at least one from 351, 381, 451, 471. Students planning to do graduate work should take as many of the 300-400 level courses as possible. Psychology students may take up to 6 hours of courses in independent study (Psychology 399, 598) for major credit; an additional 3 hours of course work of 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.A. or B.S. must be earned in courses taken in the USCA Psychology program.

## Bachelor of Arts—Major in Psychology

<b>1. General Education Requirements</b> .....	<b>55</b>
<b>A. Skills and Competencies<sup>1</sup></b>	
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
Math/Statistics/Logic .....	6
Applied Speech Communication <sup>3</sup> .....	3
Foreign Language <sup>4</sup> .....	8
<b>B. Methods and History of Disciplines<sup>5</sup></b>	
Natural Sciences .....	8
Biology, Chemistry, Physics, Geology, Astronomy (2 labs)	
Social/Behavioral Sciences (at least two areas) .....	6
APSY 101 and from Sociology, Anthropology, Economics, Political Science, Geography	
Humanities (at least two areas) .....	9
Philosophy (not logic), History 200 and above, Literature, Fine Arts History, Religion, Humanities (AHUM acronym), Foreign Language 200 and above, Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
One additional course in humanities or social sciences .....	3

<b>2. Major Requirements<sup>6</sup></b> .....	<b>31</b>
APSY 225, 225L, 226 and 300 .....	11
Psychology at the 300 level or above (must include at least two lab courses, with at least one from 351, 381, 451, 471) .....	20
<b>3. Cognate or Minor</b> .....	<b>12-18</b>
must be selected from humanities, social science, and/or business courses	
<b>4. Free Electives</b> .....	<b>15-22</b>
(may include 3 hours in independent study [APSY 399])	

**Total hours required<sup>5</sup>** ..... **120**

- <sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.
- <sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.
- <sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.
- <sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.
- <sup>5</sup> At least 3 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.
- <sup>6</sup> Requirements are the same for both the Bachelor of Arts and Bachelor of Science degrees

**Bachelor of Science—Major in Psychology**

<b>1. General Education Requirements</b> .....	<b>55-56</b>
<b>A. Skills and Competencies<sup>1</sup></b>	
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
Math/Statistics/Logic .....	6
(at least one calculus course)	
Applied Speech Communication <sup>3</sup> .....	3
Foreign Language <sup>4</sup> .....	8
<b>B. Methods and History of Disciplines<sup>5</sup></b>	
Natural Sciences .....	8
Biology, Chemistry, Physics, Geology, Astronomy (2 labs)	
Social/Behavioral Sciences (at least two areas) .....	6
APSY 101 and from Sociology, Anthropology, Economics, Political Science, Geography	
Humanities (at least two areas) .....	9
Philosophy (not logic), History 200 and above, Literature, Fine Arts History, Religion, Humanities (AHUM acronym), Foreign Language 200 and above, Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
One additional mathematics or natural science course .....	3-4
<b>2. Major Requirements<sup>6</sup></b> .....	<b>31</b>
APSY 225, 225L, 226 and 300 .....	11
Psychology at the 300 level or above (must include at least two lab courses, with at least one from 351, 381, 451, 471) .....	20
<b>3. Cognate or Minor</b> .....	<b>12-18</b>
must be selected from natural science and/or mathematical science courses	

<b>4. Free Electives</b> .....	<b>15-22</b>
(may include 3 hours in independent study [APSY 399])	

**Total hours required<sup>5</sup>** ..... **120**

- <sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.
- <sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.
- <sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.
- <sup>4</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.
- <sup>5</sup> At least 3 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.
- <sup>6</sup> Requirements are the same for both the Bachelor of Arts and Bachelor of Science degrees

**Required Exit Exam in Major.** In addition to the major course requirements, students must complete an exit exam in psychology. This exam is administered by the Office of Assessment. Students are responsible for making arrangements to take it at the same time as they submit the Application for Degree.

**Minor in Psychology**

**Requirements:**

Psychology 101 Introductory Psychology .....	3
Psychology 300 History and Systems of Psychology .....	3
Psychology 300 level and above .....	12

**Total hours required** ..... **18**

**Honors Program**

Students will receive a B.A. or B.S. with Honors in Psychology if they fulfill the following requirements:

1. Acceptance into Honors Program - Entry into the program will be through a formal application reviewed and approved by the Psychology Department. The application will include the student's course work, grade point average and letter of nomination from a faculty member. Psychology majors may apply to the program if they have at least sophomore status and at least 3 credit hours in Psychology at the 200 level and above.
2. APSY 499 - Research Seminar (1 credit hour—Prereq or coreq: APSY 225; or consent of instructor). This course will be offered at one meeting time per week. During these meetings, Psychology faculty will present their research/theoretical ideas in a seminar format. Students will be required to read assigned materials to prepare for lectures. Students will also be required to present material in class. Students may take this course for credit a maximum of three times.  
Students not accepted into the Honors Program may take APSY 499 as long as they have at least sophomore status and at least 3 credit hours in Psychology at the 200 level and above. It will be recommended that honors students take the seminar course no later than their junior year to allow time to complete the research thesis (see below).
3. APSY 599 - Honors Research Thesis. (3 credit hours - Prereq: consent of Honors Supervisor, APSY 499, and project approval by Honors Committee). In addition to attending the research seminar (APSY 499), honors students will be required to conduct a laboratory/practicum research project under the supervision and

direction of any psychology faculty member. At the end of the course, each student will be required to prepare a paper in the form of an Honors Thesis. These projects may be conducted individually, or several students may elect to work on a single project, depending upon student interest and faculty availability. Thesis preparation and eventual defense (see below) must be conducted individually. Each research project must receive approval by a committee composed of three Psychology Department faculty members prior to registration in APSY 599. Honors Thesis Defense - each honors student will be required to successfully "defend" the thesis, with the honors defense committee comprised of the faculty director of the project and two additional psychology faculty. The honors committee must approve the defense in order for the student to graduate with honors.

4. Course requirements for a bachelor's degree in Psychology plus at least 3-6 additional credit hours in Psychology at the 300 level and above, depending on credit earned for APSY 599.
5. Grade point average of 3.0 in Psychology and grade point average of 2.85 overall at time of graduation.

## Course Descriptions

### Psychology (APSY)

Psychology (APSY) 101 is a prerequisite for all courses unless otherwise specified.

- APSY 101**     **Introductory Psychology. (3)** An introduction to the areas of the study of human behavior, theories and facts, research and application.
- APSY 200**     **Topics in Applied Psychology. (3)** The application of psychological principles to topics of current interest. Topics will be announced. Course may be taken twice with different topics.
- APSY 210**     **Stress and Coping. (3)** An examination of the physiological, environmental and cognitive determinants of stress, its effects on behavior, and mechanisms of coping with stress.
- APSY 225**     **Quantitative Analysis in the Behavioral Sciences. (3)** (Prereq: completion of AMTH 108 with a grade of C or better, placement above AMTH 108, or permission of instructor) An applied introduction to the analysis of data.
- APSY 225L**    **Quantitative Analysis Laboratory. (1)** (Prereq or coreq: APSY 225 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
- APSY 226**     **Method and Design in the Behavioral Sciences. (4)** (Prereq: APSY 225 and APSY 225L with a grade of C or better, 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.
- APSY 300**     **History and Systems of Psychology. (3)** (Prereq: Junior standing or consent of instructor) An introduction to historical development of contemporary psychological theory.
- APSY 305**     **Psychology of Music.[=AMUS 305](3)** (Prereq: APSY 101 and either AMUS 173 or 175) The study of the experimental and theoretical issues pertaining to the sensory, perceptual, cognitive, and behavioral factors which are involved in listening to and performing

music. The course will include topics such as the perception of tone and rhythm, musical meaning, and the social psychology of music. Course is cross-listed in Psychology and Visual and Performing Arts Department and will count for credit in one but not both fields.

- APSY 310**     **Developmental Psychology. (3)** A survey of human development from conception through senescence, the description and explanation of changes resulting from maturation and environmental experiences.
- APSY 320**     **Abnormal Psychology. (3)** A survey of the major types of behavior pathology, their determinants and therapeutic interventions.
- APSY 330**     **Personality Psychology. (3)** The major theoretical perspectives of normal personality development, structure, dynamics, assessment and change.
- APSY 331**     **Personality Assessment Laboratory. (1)** (Prereq: APSY 225 and APSY 225L with a grade of C or better; Prereq or coreq: APSY 330; or consent of instructor) 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.
- APSY 340**     **Social Psychology. (3)** The study of interpersonal processes including topics such as conformity, attraction, altruism, aggression, prejudice, persuasion and group dynamics.
- APSY 341**     **Social Research Laboratory. (1)** (Prereq: APSY 225 and APSY 225L with a grade of C or better; Prereq or coreq: APSY 340; or consent of instructor) Practice in measuring various psychosocial processes such as attitudes and social behaviors.
- APSY 350**     **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.
- APSY 351**     **Principles of Learning and Behavior Laboratory. (1)** (Prereq: APSY 225 and APSY 225L with a grade of C or better; Prereq or coreq: APSY 350; or consent of instructor) Practice in experimental techniques in the study of learning. One three-hour laboratory per week.
- APSY 360**     **Cognitive Processes. (3)** Classical and contemporary approaches to the study of human memory, attention, cognitive growth, problem solving and language.
- APSY 380**     **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.
- APSY 381**     **Motivation Laboratory. (1)** (Prereq: APSY 225 and APSY 225L with a grade of C or better; Prereq or coreq: APSY 380; or consent of instructor) 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.

- APSY 399 Independent Study. (3-6)** (Prereq: consent of instructor)
- APSY 400 Psychology of the Exceptional Child. (3)** (Prereq: APSY 310 or a course in child psychology) 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.
- APSY 405 Infant and Child Psychology. (3)** Theories, methods and substantive issues of development. Stability and change in cognition, social behavior and personality will be explored.
- APSY 410 Psychology of Adolescence. (3)** (Prereq: APSY 101 or AEDP 335) The intellectual, emotional and social development of adolescent individuals, challenges and adjustments.
- APSY 415 Adult Development. (3)** Intellectual, emotional and social changes from young adulthood through death and dying. Life tasks relevant to young, middle and old ages will be covered.
- APSY 435 Sport Psychology. [=AEXS 435](3)** The application of psychological processes to individual and team sports. Topics include personality, motivation, concentration, emotion, group cohesiveness and ideal performance states.
- APSY 440 Psychological Testing and Measurement. (3)** (Prereq: APSY 101) 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.
- APSY 450 Psychology of 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. Three lecture hours per week.
- APSY 451 Sensation and Perception Laboratory. (1)** (Prereq: APSY 225 and APSY 225L with a grade of C or better; Prereq or coreq: APSY 450; or consent of instructor) Practice in methodology and experience of perceptual phenomena.
- APSY 460 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.
- APSY 461 Behavioral Therapy Laboratory. (1)** (Prereq: APSY 225 and APSY 225L with a grade of C or better; Prereq or coreq: APSY 320 or APSY 460; 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.
- APSY 470 Neuroscience. (3)** (Prereq: APSY 101) Anatomical and physiological factors in behavior, including the physiology of learning, drug affects on behavior and the electrochemical behavior of the brain.
- APSY 471 Neuroscience Laboratory. (1)** (Prereq: APSY 225 and APSY 225L with a grade of C or better; Prereq. or Coreq: APSY 470; or consent of instructor) Practices in surgical, histological and behavioral methodology. One three-hour laboratory per week.
- APSY 490 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.
- APSY 499 Research Seminar. (1)** (Prereq or coreq: APSY 225 or consent of instructor) A presentation of research/ theoretical topics in a seminar format. Honors and nonhonors students may enroll. May be repeated for credit a maximum of three times.
- APSY 500 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.
- APSY 598 Individual Research. (1-3 each)** (Prereq: 15 credits including APSY 226) Each student will plan to execute one or more original minor researches under the instructor's supervision.
- APSY 599 Honors Research Thesis. (3)** (Prereq: consent of honors supervisor, APSY 499 and honors project approval by honors committee) Student will conduct a laboratory/ practicum research project under instructor's supervision. Student must complete thesis and thesis defense to receive honors program credit. May be repeated for degree credit for a maximum of six hours with approval of Honors Committee.

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## Pre-Professional Programs

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**Offered by the Department of Biology and Geology and the Department of Chemistry**

### Pre-Professional Program Advisors

William H. Jackson, Department of Biology and Geology  
David K. Strom, Department of Biology and Geology  
Kutty Pariyadath, Department of Chemistry

### Curricula

A number of pre-professional program curricula are offered by the Department of Biology and Geology and the Department of Chemistry. Students will be assisted in program 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 program are completed.

### Allied Health Professions

USCA offers science-oriented students the opportunity of completing one of several two-year pre-professional programs including:

- medical technology
- physical therapy
- occupational therapy
- cytotechnology
- dental hygiene
- medical records administration
- respiratory therapy
- radiologic technology
- physician assistant

Students plan with their academic advisors a program 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.

Students interested in physical therapy, occupational therapy, dental hygiene, respiratory therapy and medical records administration are advised by Dr. David Strom. After completing 60 semester hours, the student must apply for admission to a professional degree program at another institution, such as the Medical University of South Carolina or the Medical College of Georgia.

### Pre-Medicine, Pre-Dentistry, 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 USCA, 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 seeking to enter these professional areas should contact Dr. Kutty Pariyadath in the Department of Chemistry for advisement. For those students majoring in Biology, the Pre-Med. advisor is Dr. William Jackson, the Pre-Vet. advisor is Dr. Garriet Smith, the Pre-Dentistry advisor is Dr. Hugh Hanlin.

### Pre-Pharmacy

The first two years of a pharmacy curriculum leading to a Doctor of Pharmacy degree are available at USCA. The USCA pre-pharmacy curriculum satisfies requirements for entrance into the pharmacy programs at USC Columbia and the Medical University of South Carolina as well as most other universities. Students should see a pre-pharmacy advisor as soon as possible since requirements may vary. Students may apply to the pharmacy school of their choice in their second pre-pharmacy year depending on their progress and placement. Pre-pharmacy requirements at USC Columbia which can be fulfilled at USCA include Biology 101, 102, 232, 242; Chemistry 111, 112, 331, 332; Mathematics 122 or 141 and Statistics 201 (or Business Statistics, ABUS 296); English 101, 102; Physics 201, 202; Economics 221 or 222 and Psychology 101. The pre-pharmacy curriculum also requires three hours of history, three hours of a Fine Arts or Communications elective and 15 hours of other electives. Foreign language proficiency is required. Students who do not place into AMTH 122 or AMTH 141 (Calculus) will be required to take the necessary mathematics prerequisites. These courses are not counted as electives. Students who wish to enter MUSC take the same courses required at USC Columbia with a few exceptions. Biology 242 is replaced with Biology 330, and Interpersonal Communications 201 is required. Foreign language proficiency is not required for admission to MUSC. At USCA pre-pharmacy students are advised by faculty members in the Department of Chemistry. Advisement coordination for the pre-pharmacy course requirements are overseen by Dr. Ann Willbrand. Pre-pharmacy students who wish to earn a baccalaureate degree from USCA may major in either Biology or Chemistry.

### 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 USCA. They should maintain close liaison with their local advisor and an advisor in the school to which they plan to transfer.

# School of Business Administration

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Niren M. Vyas, School Head

## Mission Statement

The School of Business Administration focuses on creating a caring learning environment in its accredited undergraduate program at multiple locations. The program prepares students to successfully meet the dynamic global, technological, and ethical challenges of business and society.

### 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

Patsy A. Lewellyn (Accounting and MIS) C.P.A., D.B.A., Louisiana Tech University, 1987, *John M. Olin/Palmetto Professorship Chair in Entrepreneurial Development*

William H. Marsh (Finance), Ph.D., University of South Carolina, 1978  
Marsha R. Shelburn (Economics), Ph.D., University of North Carolina at Chapel Hill, 1980

Niren M. Vyas (Marketing), Ph.D., University of South Carolina, 1981  
*Walter F. O'Connell Enterprise Center Director/Palmetto Professorship*

### Associate Professors

David Harrison (Accounting), Ph.D., Virginia Polytechnic Institute & State University, 1998

Leanne C. McGrath (Management), Ph.D., University of South Carolina, 1983

William L. Shelburn (Marketing), M.B.A., James Madison University, 1973

### Assistant Professors

Richard A. Heiens, III (Marketing), Ph.D., Florida State University, 1993

Robert T. Leach (Finance), Ph.D., Kent State University, 1997

C. Michael Ritchie (Management), Ph.D., University of South Carolina, 1993

### Senior Instructor

Kathleen W. Wates (Accounting), C.P.A., C.M.A., MACC, University of South Carolina, 1991

### Instructors

Sanela Porca (Economics), M.A., Miami University (Ohio), 1997;  
Ph.D., University of Tennessee, expected 2002

H. Dixon Wilcox (Business - CIS), M.S., Georgia State University, 1993

### Lecturers

Richard W. Cook (Economics), M.B.A. University of South Carolina, 1960

Daniel L. Plung (English), Ph.D., Idaho State University, 1977

Irene K. Rudnick (Law), LL.B., University of South Carolina, 1952

J.G. Smith (Finance), M.B.A., University of Missouri, 1978

### Distinguished Professors Emeriti

Donald W. Mitcham, (Management), D.B.A., Georgia State University, 1974

William C. Sanders, (Accounting), M.S., University of South Carolina, 1964

### Chancellor Emeritus and Professor Emeritus

William C. Casper (Economics), M.S., University of South Carolina, 1965

For information on business-related centers, refer to page 3.

## Curricula

The School of Business Administration offers the Bachelor of Science in Business Administration degree. Areas of concentration are Accounting, Finance, Management, 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.

The School also offers several community out-reach programs that provide students with the opportunity to interact with the business community while providing valuable services to constituents external to the university.

## Admissions Standards for the Professional Business Administration Program

The baccalaureate curricula of the School of Business Administration are divided into two years of general education and two years of 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 courses 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.

1. The student has declared a Business Administration major.
2. The student has earned at least 60 hours of credit toward a Business Administration degree.

Students who meet these criteria are admitted into the Professional Program if they have currently earned a cumulative overall grade point average (collegiate GPA) of 2.50 or higher and have passed ABUS 290 or the Computer Applications Proficiency Exam with a grade of C or better. The assessment of academic records of transfer students who enter USCA with 60 or more credit hours toward a degree is made at the end of the semester of entry.

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). 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**

<b>1. General Education Requirements</b>	<b>60</b>
<b>A. Skills and Competencies<sup>1</sup></b>	<b>15</b>
AEGL 101 and 102 <sup>2</sup>	6
AMTH 170 and 122	6
ACOM 201 or 241	3
<b>B. Methods and History of Disciplines</b>	<b>35</b>
Natural Sciences	8
Biology, Chemistry, Physics, Geology, Astronomy (two labs)	
Social/Behavioral Sciences	
AECO 221, 222	6
Psychology, Sociology, Anthropology, Political Science, or Geography	6
Humanities	
Three courses from at least two areas: <sup>3</sup>	
Philosophy (not logic), Fine Arts History, Religion, History, Humanities (AHUM acronym), Foreign Language (200 level and above), Communications (last two digits in 50s or 60s), Literature ( <i>all students must take                 an English literature course                 numbered 200 or above</i> )	9
History of Civilization (AHST 101 or AHST 102)	3
American Political Institutions (APLS 201, AHST 201, or AHST 202)	3
<b>C. Free Electives</b>	<b>10</b>
Can include up to three credit hours of Economics/Business Administration courses. ( <i>The School of Business Administration encourages         the study of foreign languages as free electives.</i> )	
<b>2. Business Core Requirements</b>	<b>36</b>
ABUS 225, 226, 296, 345, 350, 363, 371, 379, 383, 478; AMGT 475	33
ABUS 390 <sup>4</sup> OR AACC 539	3
<b>3. Area of Concentration Requirements</b>	
<b>Accounting:</b>	<b>24</b>
AACC 331, 332, 334	9
Four courses from the following:	
AACC 336, 531, 532, 535, 537	12
Business elective	3
<b>Finance:</b>	<b>24</b>
AFIN 338, 412, 463, 469, 560; AECO 301	18
Business electives	6
<b>Management:</b>	<b>24</b>
AMGT 374, 376, 473, 477	12
Two courses from the following:	
AMGT 378, 442, ABUS 380, ABUS 429	6
Business electives	6

<b>Marketing: (a) Standard concentration.</b>	<b>24</b>
AMKT 454, 457, 558	9
Three courses from the following:	
AMKT 353, 452, 455, 459, 474, 551	9
Business electives	6

<b>Marketing: (b) Optional concentration (Golf Course Services)</b>	<b>24</b>
AMKT 454, 474, 558; ABUS 429 (6 hours)	15
Three courses from the following:	
AMKT 353, 452, 455, 459, 551; AMGT 473	9

**Total hours required:**

<b>(Accounting, Finance, Management, Marketing)<sup>5</sup></b>	<b>120</b>
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- <sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.
- <sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.
- <sup>3</sup> A detailed and more complete listing of humanities courses is given on page 30.
- <sup>4</sup> Accounting students must take AACC 539 instead of ABUS 390. Other business majors may choose AACC 539 or ABUS 390.
- <sup>5</sup> At least 3 credit hours must be in non-Western world studies.

Students must complete 120 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 and Economics.

All Business Administration majors are required to earn a C or higher in each course (Business Electives excepted) satisfying the Area of Concentration Requirements. Each student in the School of Business must also earn at least a 2.0 average overall on his/her business core and concentration area courses for graduation. 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.

**Computer Applications Proficiency Exam.** Students can demonstrate proficiency in the computer applications covered in ABUS 290 by earning a grade of C or better on the Computer Applications Proficiency Exam.

To take the Proficiency Exam, the student follows these steps:

- 1) Go to the School of Business to arrange a time for the exam.
- 2) Obtain a challenge exam form from the Records Office.
- 3) Pay the Finance Office an examination fee of \$45.00 and obtain a receipt for this payment.
- 4) Complete the form and submit it, along with receipt of payment, to the School of Business Administration.

Students who fail the Computer Applications Proficiency Exam must take ABUS 290.

**Evening Program.** Courses toward a bachelor's degree in business are also offered in the evening. The management and accounting concentrations may be completed in the evenings. However, some of the courses are not offered every semester.

## Minor in Business

### Requirements:

AECO 221 Principles of Macroeconomics .....	3
AECO 222 Principles of Microeconomics .....	3
ABUS 225 Principles of Financial Accounting .....	3
ABUS 226 Principles of Managerial Accounting .....	3
ABUS 350 Principles of Marketing .....	3
ABUS 371 Principles of Management and Leadership .....	3

**Total hours required .....** 18

Non-Business majors should not take more than 25% of their total program credit hours at USCA in business courses.

## Course Descriptions

### Accounting (AACC)

- AACC 331 Financial Accounting I. (3)** (Prereq: C or better in ABUS 225 and ABUS 226. ABUS 226 may be Coreq.) Detailed study of the theory of accounts and problems of recording, tracing and valuation; revenue recognition and income determination under the various theories of recognition. Heavy emphasis is placed on the study of APB Opinions and FASB Statements. Three credit hours, four contact hours.
- AACC 332 Financial Accounting II. (3)** (Prereq: C or better in AACC 331) A continuation of the study begun in AACC 331. Three credit hours, four contact hours.
- AACC 334 Managerial Accounting I. (3)** (Prereq: C or better in ABUS 226) 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.
- AACC 336 Managerial Accounting II. (3)** (Prereq: AACC 334) A continuation from AACC 334 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 AACC 334 and 336 courses together provide a strong foundation in preparation for the management accounting sections of the CMA exam.
- AACC 531 Federal Tax Procedures. (3)** (Prereq: C or better in ABUS 225) Prepares the student for practical and theoretical work mainly in individual income tax areas.
- AACC 532 Corporate Income Tax. (3)** (Prereq: C or better in ABUS 225, AACC 531) A study of Income Tax Laws and their application to corporations, partnerships, estates, and trusts.
- AACC 535 Auditing Theory. (3)** (Prereq: ABUS 296 and AACC 331) 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.
- AACC 537 Advanced Accounting. (3)** (Prereq: AACC 331) Selected topics in advanced accounting, including unique problems related to special sales arrangements, business combinations and consolidated financial statements.

**AACC 538 C.P.A. Problems. (3)** (Prereq: AACC 531, 537 or permission of instructor) An application of the problems and environment encountered by C.P.A. examination candidates.

**AACC 539 Accounting Information Systems (3)** (Prereq: AACC 331; ABUS 290 or satisfactory completion of Computer Applications Proficiency Exam) 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 (ABUS)

**ABUS 225 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.

**ABUS 226 Principles of Managerial Accounting. (3)** (Prereq: ABUS 225) 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.

**ABUS 290 Decision Support for Small Business. (3)** Use of computer applications to facilitate decision-making and support record keeping in small business environments. Includes problem and requirements analysis and information design in a variety of real-world business problems utilizing word processing, spreadsheet and database software.

**ABUS 296 Statistics. (3)** (Prereq: AMTH 170, ABUS 290 or satisfactory completion of Computer Applications Proficiency Exam) 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.

**ABUS 312 An Introduction to the Internet for Business Applications. (3)** (Prereq: ABUS 290). A comprehensive study in the use of the Internet for Business Applications. The student would be exposed to Electronic Mail Uses, File Transfer Protocol, Telnet Applications, Gopher, USENET, LISTSERV's, Web Browsers, and other applications. The HTML language would also be taught for Home Page Preparation and for exposure to the Development of Business Server Site preparation. (Taught on Sumter Campus only.)

**ABUS 320 Business Data Communications. (3)** (Prereq: ABUS 290). A detailed study of data communications within the small and medium size business entity. The student is taken through the changes of an industrial society with its focus on capital to the information society and its focus on obtaining information through the use of technology. A strong emphasis is placed on networking and principles of electronic communication needed in today's complex business environment. (Taught on Sumter Campus only.)

**ABUS 324 Commercial Law. (3)** Contracts, sales, bailments, negotiable instruments, agency, partnership and corporation. Uses a combination of textbook and casebook methods of instruction.

**ABUS 345 Business Communications. (3)** (Prereq: grade of C or better in AEGL 102) A study of effective methods of business communications including written, oral, electronic and organizational communication.



- ABUS 350 Principles of Marketing. (3)** (Prereq: AEEO 221 or AEEO 222) Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.
- ABUS 363 Business Finance. (3)** (Prereq: ABUS 226) The study of the procurement and management of wealth by privately owned profit-seeking enterprises.
- ABUS 371 Principles of Management and Leadership. (3)** (Prereq: junior standing) 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.
- ABUS 379 Business and Society. (3)** (Prereq: Junior Standing) Study of how the social, 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 and stakeholder responsibility.
- ABUS 380 Entrepreneurship. (3)** (Prereq: ABUS 350, ABUS 363, and ABUS 371) 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.
- ABUS 383 International Business. (3)** (Prereq: ABUS 350 and ABUS 371) Introduces the student to economic, financial, legal, political, cultural, institutional, and managerial considerations associated with international business transactions.
- ABUS 390 Management Information Systems. (3)** (Prereq: ABUS 226; ABUS 290 or satisfactory completion of Computer Applications Proficiency Exam) A study of the concepts, interactions and functions of major business systems with particular emphasis on the problems and issues related to computer based systems. Included are concepts of designing information systems, collecting and processing data, reporting results of operations and controlling the business organization.
- ABUS 393 Quantitative Methods and Decision Analysis. (3)** (Prereq: ABUS 296) 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.
- ABUS 395 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).
- ABUS 396 Business Research Methods. (3)** (Prereq: ABUS 296 and ABUS 350) 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.
- ABUS 397 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.
- ABUS 398 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 6 hours.
- ABUS 399 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.
- ABUS 429 Internship. (1-3)** (Prereq: Junior standing, 2.5 GPA, ABUS 350, ABUS 363, ABUS 371, 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.
- ABUS 478 Strategic Management. (3)** (Prereq: ABUS 350, ABUS 363, ABUS 371, and 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.
- ABUS 494 Advanced Computerized Business Applications. (3)** (Prereq: ABUS 390 or AACC 539, ACSC 146 or 205, ABUS 226) A study in the development of general application programming for the business major using techniques learned in Financial/Management Accounting and Management Information Systems. The student will be given the choice of implementation of these applications with either COBOL or C++.
- Economics (AEEO)**
- AEEO 103 Economics and Society. (3)** A survey of economic concepts and issues. The course is designed for non-business/economic majors. Topics will include macroeconomic concepts, marginal analysis, and rational choice for consumers and entrepreneurs. Current issues such as international trade, financial markets, and government policy will be discussed. May not be used for credit toward the degree in business.
- AEEO 221 Principles of Macroeconomics. (3)** (Prereq: math placement above 108 or completion of AMTH 108) Includes the measurement of national levels of production, inflation and unemployment, and the effects of monetary and fiscal policies on those variables.
- AEEO 222 Principles of Microeconomics. (3)** (Prereq: Math placement above 108 or completion of AMTH 108) Includes the analysis of price determination in product and resource markets under competitive and noncompetitive conditions.

- AECO 301 Financial Institutions and Financial Services. (3)** (Prereq: AECO 221, 222) A study of financial institutions, the services and assets they offer the markets in which they operate and their relationships with households, businesses, government, and the global economy.
- AECO 311 Issues in Economics. (3)** (Prereq: AECO 221, 222) 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.
- AECO 503 International Economics. (3)** (Prereq: AECO 221, 222) 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.
- AECO 506 Labor Economics. (3)** (Prereq: AECO 221, 222) 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.
- AECO 526 Managerial Economics. (3)** (Prereq: AECO 221, 222; ABUS 296) 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 (AFIN)

- AFIN 163 Personal Finance. (3)** Life insurance, health insurance, wills, trusts, Social Security, stocks, bonds, real estate, mutual funds and other uses of funds.
- AFIN 338 Financial Statement Analysis. (3)** (Prereq: C or better in ABUS 225) 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.
- AFIN 412 Intermediate Business Finance. (3)** (Prereq: ABUS 363) This course is an extension of topic material presented in ABUS 363. 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.
- AFIN 463 Advanced Business Finance. (3)** (Prereq: ABUS 363) A study of the advanced phases of business finance whereby theory and principles are employed in solving actual business cases.
- AFIN 465 Commercial Bank Practice and Policy. (3)** (Prereq: AECO 301) The fundamental principles underlying the employment of bank funds are emphasized. Attention is devoted to the allocation of funds among the various classes of loans and investments, to bank operating costs and earnings and to changing bank practices.
- AFIN 469 Investment Analysis and Portfolio Management. (3)** (Prereq: ABUS 363) Conceptual and analytical framework for formulating investment policies, analyzing securities and constructing portfolios.
- AFIN 560 Capital Budgeting. (3)** (Prereq: ABUS 363) 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.

#### Management (AMGT)

- AMGT 374 Human Resources Management. (3)** (Prereq: junior standing) 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.
- AMGT 376 Organization Behavior. (3)** (Prereq: junior standing) 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.
- AMGT 378 Labor Relations (3)** (Prereq: junior standing). 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.
- AMGT 401 Topics in Entrepreneurship. (3)** (Prereq: ABUS 350 and ABUS 371) 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.
- AMGT 411 International Management. (3)** (Prereq: junior standing; Coreq: ABUS 383) 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.
- AMGT 442 e-Business Management. (3)** (Prereq: ABUS 350 and ABUS 371) 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.
- AMGT 473 Management and Operations of Small Business. (3)** (Prereq: ABUS 371 and ABUS 350) 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.
- AMGT 475 Production/Operations Management. (3)** (Prereq: ABUS 296 and ABUS 371) A study of the strategic, operating, and control decisions involved in manufacturing and service organizations. Topics include forecasting, process development, production technology, resource allocation, facility planning, facility layout, planning systems, inventory systems, resource requirements planning systems, shop floor planning, scheduling operations, just-in-time manufacturing, materials management, productivity control, quality management, quality control, project management, and maintenance management.

- AMGT 477 Organization Theory. (3)** (Prereq: ABUS 371) A conceptual framework for the orderly analysis of management functions through studies in organization, planning and control theories.
- AMGT 501 Management of Technology and Innovation. (3)** (Prereq: ABUS 350, ABUS 363, ABUS 371) 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.
- AMGT 559 Purchasing and Materials Management. (3)** (Prereq: junior standing) A comprehensive survey of the organization activities involved in purchasing materials and controlling their costs.
- AMKT 474 Golf Course Operations. (3)** (Prereq: ABUS 350) A study of the marketing and management techniques used to operate a golf course and clubhouse. Customer relations and product merchandising will be emphasized. (Spring)
- AMKT 551 Retailing Management. (3)** (Prereq: ABUS 350) A comprehensive course emphasizing the specific activities of management, merchandising and promotional functions required of the retail outlet with a competitive business environment.
- AMKT 558 Marketing Management. (3)** (Prereq: ABUS 350 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.

### Marketing (AMKT)

- AMKT 353 Channels and Institutions. (3)** (Prereq: ABUS 350) 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.
- AMKT 452 International Marketing. (3)** (Prereq: ABUS 350) 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.
- AMKT 454 Promotion Policies and Strategy. (3)** (Prereq: ABUS 350) 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.
- AMKT 455 Consumer Behavior. (3)** (Prereq: ABUS 350) The principle objective of study is the consumer decision 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.
- AMKT 457 Marketing Research. (3)** (Prereq: ABUS 350, ABUS 296) 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.
- AMKT 459 Personal Selling and Sales Management. (3)** (Prereq: ABUS 226, ABUS 296, ABUS 350) 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.

# School of Education

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Jeffrey M. Priest, Ph.D., School Head

## Mission Statement

The USC Aiken School of Education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves. The Master of Education program in elementary education provides advanced course work that challenges and encourages teachers to grow professionally and to become advocates for all learners. The Master of 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.

The Exercise and Sports Science Program provides quality classroom and applied education experiences to students pursuing a broad spectrum of exercise-related employment and graduate school opportunities.

## NCATE Accreditation

The School of Education at the University of South Carolina Aiken is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. 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 USCA teacher education programs are available at: [www.usca.sc.edu/education](http://www.usca.sc.edu/education).

## Professors

James F. Kauffman (Education), Ph.D., University of Denver, 1971  
Margaret Riedell (Reading Education), Ph.D., University of South Carolina, 1979  
Thomas J. C. Smyth (Reading, Education), Ph.D., University of South Carolina, 1983, *Endowed Professorship of Instructional Technology*

## Associate Professors

Christopher DeWitt (Biomedical-Environmental Chemistry), Ph.D., Oakland University, 1995  
Vincent Feudo (Special Education), Ph.D., University of North Carolina at Chapel Hill, 1982  
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  
Kimberly Wood Woeber (Physical Education), Ph.D., University of Southern California, 1982

## Assistant Professors

Paula Gregg (Curriculum and Instruction), Ph.D., Clemson University, 1998  
Deborah Haskell (Science Education), Ph.D., Clemson University, 2002  
Sally McClellan (Elementary Education), Ph.D., University of South Carolina, 1992  
Brian Parr (Exercise Science), Ph.D., University of Tennessee, 2001  
Vernelle Tyler (Elementary Education), Ph.D., University of South Carolina, 1993

## Research Professor

Gary Senn (Science Education), Ph.D., Florida Institute of Technology, 1992

## Senior Instructor

Ann Dudley (Reading Education), M.Ed., University of South Carolina, 1975

## Instructors

Gloria Allen (Secondary Mathematics), M.Ed., University of South Carolina, 1982  
Gwen Johnson (Secondary Education), M.A., University of South Carolina, 1983  
Melanie Pulaski (Speech Pathology and Audiology), M.A., South Carolina State University, 1996; (Reading Education), M.Ed., University of South Carolina, 1994  
Melany Rish (Elementary Education), M.Ed., University of South Carolina, 1997  
Windy Schweder (Mental Retardation), M.Ed., Valdosta State University, 1997; Ph.D., University of South Carolina, expected 2002

## Coordinator - Elementary Education Program at USC Salkehatchie

Susan Moskow (Reading Education), Ed.D., University of Kentucky, 1988

## Lecturers

Eleanor Adams (Education), M.A.T., Winthrop University, 1968  
Brandon Aiken (Sports Medicine), B.A., St. Andrews College, 1997  
Carol Armstrong (Secondary Education, English), M.Ed., University of South Carolina, 1975  
Martha Bates (Educational Administration), M.Ed., University of South Carolina, 1993  
Joseph Baxter (Health, Physical Education), M.S., Austin Peay State University, 1980  
Janelle Beasley (School Psychology), Ed.S., The Citadel, 1998  
Elizabeth Benton (Curriculum & Instruction), Ed.D., University of South Carolina, 1994  
Lynn Corliss (Science Education), M.Ed., University of Georgia, 1993  
Frank Cunningham (Business Administration), B.S., West Virginia University, 1975  
JoAnnice Dobbs (Music Education), Ed.D., University of Georgia, 1989  
Gordon Eisenman (Early Childhood Education), Ed.D., University of Georgia, 1995  
Kristen Erndl (Family Studies), B.A., University of Maryland, 1998  
Betty Garren (Early Childhood Education), Ph.D., University of South Carolina, 1997  
Julie Gazda (Educational Leadership), M.Ed., University of South Carolina, 1994  
Thomas Goforth (Educational Administration), M.Ed., University of South Carolina, 1972  
Sandra Gooding (Educational Administration), M.Ed., University of South Carolina, 1994

Holly Guy (Interdisciplinary Studies), B.S., University of South Carolina Aiken, 1996

Sally Hiers (Elementary Education), M.Ed., University of South Carolina, 1979

Gail Jordan (Educational Leadership), Ed.D., Nova Southeastern University, 1996

Tim Lintner (Social Sciences and Comparative Education), Ph.D., University of California, 1998

William Long (Educational Administration), M.Ed., University of South Carolina, 1970

Ronald Manyin (Education), M.S., City College, 1965

Margaret Matheny (Educational Leadership), M.Ed., University of South Carolina, 1992

Willie Mazyck (Administration & Supervision), Ed.D., Nova University, 1980

Julie Murphy (Counseling & Human Development Services), Ph.D., University of Georgia, 1986

Olivia Padgett (Elementary Education), M.Ed., College of Charleston, 1974

Naomi Palmer (School Psychology), Ed. S., The Citadel, 1986

Charles Phillips (Education Administration), Ed.S., The Citadel, 1981

Galan Potter (Early Childhood Education), M.Ed., University of South Carolina, 1976

Sharon Rankin (Elementary School/Guidance), M.Ed., University of South Carolina, 1975

Melissa Riley (Education Psychology), Ph.D., University of South Carolina, 2001

Sharon Robertson (Elementary Education), M.Ed., University of South Carolina, 1987

Judith Ruffin (Music Education), M.M., Michigan State University, 1967

Cynthia Sarvis (Special Education), M.Ed., College of Charleston, 1997

Amanda Senn (Science Education), M.S., Florida Institute of Technology, 1984

Susan Senn-Davis (Administration/Supervision of Instruction), M.Ed., Augusta College, 1986

Linda Shaffer (Elementary Education), Ph.D., University of South Carolina, 1988

Toi Trent (Early Childhood Education), M.A., University of South Carolina, 1981

Pamela Wash (Natural Science), I.M.A., University of South Carolina, 1995

**Distinguished Chancellor Emeritus and Distinguished Professor Emeritus**

Robert E. Alexander (Education), Ed.D., University of South Carolina, 1977

**Professor Emerita**

Ruth H. Cordahi (Educational Psychology), Ph.D., University of Oklahoma, 1974

**Curriculum Laboratory.** The School of Education maintains a laboratory of curriculum reference materials. Equipment and supplies are available for the production of educational media and teaching aids. The Education Computer Laboratory adjacent to the Curriculum Laboratory provides easy access to computers for the purpose of evaluation of educational software as well as students' own application needs.

**Ruth Patrick Science Education Center.** Through the Ruth Patrick Science Education Center, teacher candidates have access to over 200 science and mathematics kits to use in their courses and internships.

**Pre-Professional Skills Test.** S. C. Public Law 187 mandates that all students wishing to major in education pass the Pre-Professional Skills Test (PPST) before they are accepted into the teacher-education program and permitted to enroll in upper-division education course work. Students should contact their advisors 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 skills, knowledge and abilities as required of all USCA education majors. The Degreed Student Professional Program Application is available from the School of Education administrative assistant and application should be made during the first 15 hours of coursework. Admission to the Professional Program is a requirement for enrollment in coursework beyond 15 hours.

**Application Specifications**

1. Students who have earned a college 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 USCA has approved teacher education programs:
  - Early Childhood Education
  - Elementary Education
  - Special Education
  - Secondary Education:
    - Biology
    - Chemistry
    - English
    - Mathematics
    - Science (comprehensive)
    - Social Studies (comprehensive)
2. Applicants must have demonstrated academic competence by meeting the following criteria:
  - A. 2.75 GPA in all undergraduate coursework and secondary education majors must have a 2.75 in content area coursework.
  - B. An official score report indicating a passing score on the applicable content area exam of the PRAXIS Speciality Area for applicants seeking certification at the secondary level.
3. Applicants must be prepared to enroll at USCA for at least one semester prior to the teaching internship. The actual courses required will be determined following an evaluation of all previously taken course work. Specific requirements will include, but are not limited to, the appropriate reading course(s), curriculum course(s) and teaching method course(s).
4. Acceptance to the teaching internship at USCA for degreed students is a three-phase process; 1) acceptance to USCA; 2) acceptance into the USCA School of Education Professional Program and; 3) acceptance in the teaching internship.

**Phase I: Acceptance to USCA**

Obtain admission to USCA through the USCA Office of Admissions.

**Phase II: Acceptance to the School of Education Professional Program**

Complete the Degreed Student Professional Program Application and submit it along with the required documentation to the USCA School of Education. Required documents:

- a. official transcripts of all former academic work (undergraduate and/or graduate course work);
- b. an official score report indicating passing scores of the South Carolina Pre-Professional Skills Test (PPST) must be sent directly to USCA from the Educational Testing Service.
- c. for secondary certification applicants, an official score report indicating a passing score on the applicable content area exam of the PRAXIS Specialty Area must be sent directly to USCA from the Educational Testing Service.

### Phase III: Receive approval for teaching internship

Submit the Teaching Internship Application to the School of Education Professional Education Committee and obtain approval.

Prior to placement in the teaching internship, all degree applicants are required to have taken and passed the applicable content area of the PRAXIS Specialty Area examination. Deadlines for submission are:

- Fall Semester, October 1st
- Spring Semester, February 1st
- Summer Semester, July 1st

## 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 students who have been formally accepted into the USCA Professional Education Program.

Note: Students enrolled at the USC Beaufort or USC Salkehatchie campus must submit a USC Change of Campus Form at the time the application to the Professional Program is submitted.

#### Professional Program Admission Procedures

Application for admission into the professional program is to be submitted to the School of Education Professional Education Committee during the semester that the student completes 60 hours of undergraduate study. Transfer students with more than 60 undergraduate hours and degreed students should apply during their first semester at USCA. Applications are available in the School of Education office suite.

#### Deadlines for submission are:

- Fall Semester, October 1st
- Spring Semester, February 1st
- Summer Terms, July 1st.

#### Special Instructions for USC Salkehatchie Students:

To verify that processing and transferring requirements have been met:

1. The completed Professional Program Application *must be submitted in person* to the USCA Office of Field Experiences (B &E, Room 210) on or before the published deadline. A USC Salkehatchie education advisor must sign the application.
2. A photocopy of the "Change of Campus" form, completed at the USC Salkehatchie campus must accompany the application.

During this visit, the professional program application will be reviewed, a USCA School of Education faculty advisor assigned, and a personal photo taken for the professional education file.

**Note: Students who have not applied for acceptance to the professional program are not eligible to register for professional educational courses.**

#### Professional Program Criteria for Acceptance

1. A cumulative Grade Point Average (GPA) of at least 2.75 in all undergraduate course work.
2. Grades of C or better in English (AEGL) 101 and 102 and Communications (ACOM) 201 or 241.
3. Taken the South Carolina Pre-Professional Skills Test (PPST) and received passing scores on all three sections. Official scores must be submitted and received by the Office of Field Experiences.
4. Completed and submitted all sections of the Professional Program Application with appropriate signatures.
5. Been approved by the USCA Professional Education Committee<sup>2</sup>.

<sup>1</sup> Applications for the PPST are available in the School of Education, B&E Building, Room 210.

<sup>2</sup> As a part of the approval process, if members of the University faculty

have specific concerns regarding an applicant's potential to become a professional educator, the Professional Education Committee may request a personal interview with an applicant to make their determination. Such 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. The Professional Education Committee's identification of a weakness in either writing or speech may require additional academic work as a condition of acceptance.

Note: The School of Education has the right to remove a student 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, or poor academic performance.

### Preparation for PPST

The Learning Plus software is a computer based program designed to prepare students for the Pre-Professional Skills Test. There is a \$35.00 registration fee. Further information is available in the Curriculum Lab or the Office of the School of Education.

### Admission to the Teaching Internship

The Teaching Internship component of the Teacher Education Program is required by the S.C. State Department of Education and is designed to serve as the culminating experience in a student's preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with USCA. Through the teaching intern program, the School of Education satisfies responsibilities to education majors; to the university; and to the faculty, administration and student population of the public schools. Students applying for admission to the teaching internship must meet the following criteria:

1. The student must be fully admitted to the Professional Program at least one full semester prior to the teaching internship semester.
2. The student must have no more than 12 hours of course work remaining to meet graduation requirements following completion of the teaching internship semester. All professional education and subject area requirements should be completed before the teaching internship.
3. For early childhood and elementary majors, grades of C or better in AMTH 221 and 222.
4. The student must have at least a 2.75 overall GPA in all applicable courses, and at least a 2.75 GPA in professional education courses, and a grade of C or better in all professional education courses and subject area requirements. Secondary education majors must have a 2.75 GPA in content area coursework.
5. Prior to placement for the teaching internship, students are required to submit an official score report indicating a passing score on the state-mandated applicable content area of the PRAXIS Specialty Area examination.
6. The student must have successfully passed the Junior Writing Portfolio requirement prior to the teaching internship.
7. Students whose applications have been rejected may appeal the decision by requesting a personal interview with the Committee. Students may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the Committee.
8. Applications for the teaching internship are available from the School of Education administrative assistant and are due:

October 15th for internship in the following spring semester;  
February 15th for internship in the following fall semester.

Note 1) If members of the University faculty have specific concerns regarding an applicant's potential to become a professional educator, the Professional Education Committee may request a personal

interview with an applicant to make their determination. Such 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. The Professional Education Committee's identification of a weakness in either writing or in speech may require additional academic work as a condition of approval for the teaching internship.

Note 2) All placements are coordinated through the Office of Field Experiences. USCA has contractual agreements for teaching internships with selected SC School Districts and **under no circumstances** are students to make individual placement arrangements with schools or teachers. Within these districts, at the time of application, students 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 students are limited to placement only in the Aiken and Edgefield School Districts.

### Areas of Study

The curricula for degrees in Early Childhood Education, Elementary Education, Special Education, and Secondary Education (Biology, Chemistry, English, Mathematics, Comprehensive Science, 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 USCA, the student should consult with the Head, School of Education.

### Certification

Teacher certification is granted by the SC State Department of Education upon recommendation by the Head of the School of Education. During teaching internship orientation, students are given an application for certification and instruction for its completion. **The intern is responsible for completing the application and submitting it** to the School of Education administrative assistant in Room 210 of the Business and Education Building. Fingerprinting can be completed by personnel in the Security Office on the USCA campus. No student may be considered to have completed an Approved Program until the student has been validated as having achieved passing scores on the State Board specified examinations. Students may not be recommended for state licensure until USCA has received official verification that these examinations have been passed. Note: the processing of the certification forms requires 6-8 weeks after the date of graduation.

**Interns who earn a grade of D or F will not be recommended for certification.**

### Additional Areas of Certification

Individuals who are initially certified may "add-on" certification in other subject areas. For example, by completing 18 hours of electives in Spanish and passing the content area exam of the National Teachers Examination, certification in Spanish may be obtained. Elective sequences may also lead to middle school certification in Science, Social Studies, or Language Arts. Students should consult with their advisors or the Head 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. USC Aiken reports the following information for the cohort of students who completed teacher preparation programs at the undergraduate level during the school year 2000-2001.

## Title II

### Single-Assessment Pass-Rate Report

Type of Assessment	ETS Test Code	USC-Aiken 77 in Cohort			Statewide 1925 in Cohort		
		Total	Pass	% Pass	Total	Pass	% Pass
<b>Academic Content Area</b>							
Elementary Ed:							
Content Area Exercises	0012	13	12	92%	108	102	94%
Early Childhood Education	0020	41	41	100%	349	349	100%
<b>Professional Knowledge</b>							
Principles of Learning & Teaching K-6	0522	12	10	83%	495	441	89%

### Aggregate and Summary Pass-Rate Report

Aggregate Category	USC-Aiken 77 in Cohort			Statewide 1925 in Cohort		
	Try	Pass	% Pass	Try	Pass	% Pass
Academic Content Area	77	74	96%	1754	1697	97%
Basic Skills	77	77	100%	1925	1925	100%
Professional Knowledge	16	13	81%	789	702	89%
<b>Summary Count</b>	77	71	92%	1878	1736	92%

<b>Institutional Table for Additional Title II Information</b>	
University of South Carolina Aiken	
Academic Year 2000-2001	
Total number of students in the program	308
Average number of hours of supervised practice teaching	Minimum of 60 full school days
Student/Faculty ratio in supervised practice teaching	16:1 (Each intern counts as .75 credit hours in a faculty member's load. A 12-hour load would equal 16 interns.)
Institution's accreditation status	<input checked="" type="checkbox"/> approval (NCATE) <input type="checkbox"/> approval with advisement <input type="checkbox"/> approval with probation <input type="checkbox"/> disapproval
Institution's designation as low performing	<input type="checkbox"/> at risk for low performing <input type="checkbox"/> low performing <input checked="" type="checkbox"/> not applicable

### Institution's definition of program completer:

A program completer is a student who has successfully completed all of the course requirements for the approved program of study printed in the *University of South Carolina Aiken Undergraduate and Graduate Programs Bulletin, 2001-2002*. Students in Secondary Education programs must take and pass the Praxis II Academic Content Area Examinations prior to admission to the teaching internship in their final semester. This requirements was added in 1998 to ensure that secondary majors are well grounded in their content area knowledge prior to placement in the internship. Students in Elementary and Early Childhood Programs also are required to take the Praxis II Content Area Examinations prior to placement in the internship.

The teacher education program at USC Aiken is accredited by the National Council for Accreditation of Teacher Education (NCATE) for the preparation of early childhood, elementary, and secondary teachers.

**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 N-4 in 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.

<b>1. General Education Requirements</b> .....	<b>53</b>
AEGL 101 <sup>1</sup> , 102 <sup>1</sup> .....	6
English Literature (above 280) .....	6
ACOM 201 <sup>1</sup> or 241 <sup>1</sup> .....	3
Choose 6 hours from two of the following fields: .....	6
AARH 105, 106, 206, 312, 335, AMUS 173, 175 or ATHE 161	
AMTH 221 <sup>1</sup> and 222 <sup>1</sup> .....	6
History of Civilization (AHST 101 and AHST 102) .....	6
APLS 201 .....	3
APSY 101 or ASCY 101 .....	3
AHST 201 or 202 .....	3
Non-Western World Studies .....	3
Biological Science and Physical Science with lab .....	8
(ABIO 102, APHY 101, ACHM 105, or AGLY 201 recommended)	
<b>2. Professional Education Requirements<sup>1</sup></b> .....	<b>68</b>
AEDC 310 or 110L, 442 .....	4
AEDF 321 .....	3
AEDP 330, 335 .....	6
AHPR 231 or 331, and 455 or 456 .....	6
AEDR 418 .....	3
AEDX 400 .....	3
AEDE 410 .....	3
Junior Block: AEDR 420, 420P, AEDE 540, 542 .....	10
Senior Block: AEDE 435, 435P, 436, 436P, 544, 544P, AEDR 421 .....	15
Internship: AEDE 469, 476 .....	15
<b>3. General Electives</b> .....	<b>3</b>

**Minimum total hours** .....

<sup>1</sup> Must have 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.

<b>1. General Education Requirements</b> .....	<b>54-56</b>
<b>A. Skills and Competencies</b> .....	<b>21-23</b>
English 101 <sup>1</sup> and 102 <sup>1</sup> .....	6
Composition/Composition and Literature	
AMTH 221 <sup>1</sup> , 222 <sup>1</sup> .....	6
ACOM 201 <sup>1</sup> or 241 <sup>1</sup> .....	3
Foreign Language <sup>2</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>3</sup></b> .....	<b>33</b>
ABIO 102, AGLY 201, APHY 101 & 101L .....	12
Social and Behavioral Sciences	
Geography 101, 102, 103, or 424 .....	3
Select one of the following: Psychology, Sociology, Anthropology, Economics, Political Science .....	3
Humanities	
AHST 201 or 202 .....	3
Choose 6 hours from two of the following fields: .....	6
AARH, AMUS 173 or 175, ATHE 161	
History of Civilization (AHST 101 or AHST 102) .....	3
APLS 201 .....	3

<b>2. Professional Education Requirements<sup>1</sup></b> .....	<b>71</b>
AEDC 310 or 110L, 442 .....	4
AEDF 321, AEDP 330, 335 .....	9
AEDR 418, AEDX 400, AEDL 430 .....	9
AHPR 331, 455 .....	6
Junior Block: AEDL 432, 432P, 434, 441, AEDR 420, 420P ...	14
Senior Block: AEDL 431, 431P, 443, 443P, 445, AEDR 421 ..	14
Internship: AEDL 470, 476 .....	15

**3. Subject Area Requirement (English above 250)** .....

**4. General Electives** .....

**Minimum total hours** .....

<sup>1</sup> Must have C or better

<sup>2</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>3</sup> At least 3 hours must be in non-Western world studies

**Secondary Education**

The Secondary Education Program prepares students for teaching in public school grades 7-12. Programs in the subject areas of Biology, Chemistry, English, Mathematics, Comprehensive Science, 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 student interaction and for on-site experimentation with methods and materials of curriculum in a chosen certification area.

Secondary Education students 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 Science in Education—Major in Secondary Education (Area of Concentration in Biology)**

<b>1. General Education Requirements</b> .....	<b>50</b>
AEGL 101 <sup>1</sup> , 102 <sup>1</sup> .....	6
English Literature (AEGL 200 or above) .....	3
Art, Music, Theatre Appreciation .....	6
(two fields must be represented)	
ACOM 201 <sup>1</sup> or 241 <sup>1</sup> .....	3
Social Science Elective .....	3
APLS 201 .....	3
History of Civilization (AHST 101 or AHST 102) .....	3
ABIO 101 <sup>1</sup> .....	4
Physics (APHY 200 or above) <sup>1</sup> .....	4
AMTH 141 .....	4
AMTH 201, or AMTH 509 or APSY 225 or BUS 296 .....	3
Foreign Language <sup>2</sup> .....	8
<b>2. Professional Education Requirements<sup>1</sup></b> .....	<b>37</b>
AEDC 310 or 110L, 442 .....	4
AEDF 321 .....	3
AEDP 330 .....	3
AEDR 518 .....	3
AEDS 446, 453, 453L, 460, 462 .....	9
AEDS 471, 476 .....	15
<b>3. Subject Area Requirements<sup>1</sup></b> .....	<b>39-40</b>
ABIO 102 .....	4
ABIO 312 .....	4
ABIO 320 .....	4
ABIO 350 .....	4
ABIO 325, 360 or 541 .....	3-4
ABIO 302 or 330 .....	4
ABIO 510, 515, 516, 528, 570, or 580 .....	4
ACHM 111 .....	4
ACHM 112 .....	4
ACHM 331 .....	3
ACHM 331L .....	1
(8 hours ABIO and APHY listed under General Education)	



**4. General Electives..... 3**

**Minimum total hours<sup>3</sup>..... 129-130**

<sup>1</sup> Must have C or better

<sup>2</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>3</sup> At least 3 credit hours must be in non-Western world studies

**Bachelor of Science in Education—Major in Secondary Education (Area of Concentration in Chemistry) and Bachelor of Science—Major in Chemistry**

**1. General Education Requirements ..... 59**

- English 101<sup>1</sup>, 102<sup>1</sup>..... 6
- English Literature above 200..... 3
- Fine Arts (Art History, Music, or Theater Appreciation: 2 of 3 areas)..... 6
- ACOM 201<sup>1</sup> or 241<sup>1</sup>..... 3
- Foreign Language<sup>2</sup>..... 8
- Political Science 201..... 3
- Social Science..... 3
- History of Civilization (AHST 101 or AHST 102)..... 3
- Biology 101 or 102<sup>1</sup>..... 4
- APHY 201 or 211<sup>1</sup>..... 4
- Mathematics through 241..... 12
- Computer Science (ACSC 145 or equivalent programing language)..... 4

**2. Professional Education Requirements<sup>1</sup>..... 37**

- AEDC 310 or 110L, 442..... 4
- AEDF 321..... 3
- AEDP 330..... 3
- AEDR 518..... 3
- AEDS 446, 453, 453L, 460, 462..... 9
- AEDS 471, 476..... 15

**3. Subject Area Requirements<sup>1</sup>..... 47-48**

- ACHM 111 and 112..... 8
- ACHM 331 and 331L..... 4
- ACHM 332 and 332L..... 4
- ACHM 321 and 321L..... 4
- ACHM 541 and 541L..... 4
- ACHM 542 and 542L..... 4
- ACHM 511 and 511L..... 5
- ACHM 522..... 4
- ACHM 499..... 3 or 4
- APHY 202 or 212..... 4
- ABIO 541..... 3

**Minimum Total Hours<sup>3</sup>..... 143-144**

<sup>1</sup> Must have C or better

<sup>2</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>3</sup> At least 3 credit hours must be in non-Western world studies

**Bachelor of Arts in Education—Major in Secondary Education (Area of Concentration in English)**

**1. General Education Requirements ..... 52**

- AEGL 101<sup>1</sup>, 102<sup>1</sup>..... 6
- AEGL 284<sup>1</sup>, 288<sup>1</sup>..... 6
- ACOM 201<sup>1</sup> or 241<sup>1</sup>..... 3
- Art, Music, Theatre Appreciation..... 6  
(two fields must be represented)
- Social Science Elective..... 3
- APLS 201..... 3
- History of Civilization (AHST 101 or AHST 102)..... 3
- Biological Science with lab..... 4
- Physical Science with lab..... 4
- Mathematics/Statistics/Logic..... 6
- Foreign Language<sup>2</sup>..... 8

**2. Professional Education Requirements<sup>1</sup>..... 37**

- AEDC 310 or 110L, 442..... 4
- AEDF 321..... 3
- AEDP 330..... 3
- AEDR 518..... 3
- AEDS 446, 447, 447L, 460, 462, 471, 476..... 24

**3. Subject Area Requirements<sup>1</sup>..... 48**

- AEGL 285, 289, 291, 390 or 391, 450, 453, 460, 483..... 24
- American Literature..... 6
- British Literature..... 3
- AEGL 484..... 3
- AEDR 485..... 3
- Area Electives (select from the following categories):..... 9  
Literature, Writing, Theatre,  
Communications, Foreign Language

**Minimum total hours<sup>3</sup>..... 137**

<sup>1</sup> Must have C or better

<sup>2</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>3</sup> At least 3 credit hours must be in non-Western world studies

**Bachelor of Science in Education—Major in Secondary Education (Area of Concentration in Mathematics)**

**1. General Education Requirements ..... 50**

- AEGL 101<sup>1</sup>, 102<sup>1</sup>..... 6
- English Literature (200 or above)..... 3
- Art, Music, Theatre Appreciation..... 6  
(two fields must be represented)
- ACOM 201<sup>1</sup> or 241<sup>1</sup>..... 3
- Foreign Language<sup>2</sup>..... 8
- Social Science Elective..... 3
- APLS 201..... 3
- History of Civilization (AHST 101 or AHST 102)..... 3
- Biological Science with lab..... 4
- Physical Science with lab..... 4
- ASTA 509<sup>1</sup>..... 4
- AMTH 174<sup>1</sup>..... 3

**2. Professional Education Requirements<sup>1</sup>..... 37**

- AEDC 310 or 110L, 442..... 4
- AEDF 321..... 3
- AEDP 330..... 3
- AEDR 518..... 3
- AEDS 446, 450, 450L, 460, 462..... 9
- AEDS 471, 476..... 15

**3. Subject Area Requirements<sup>1</sup>..... 41-42**

- AMTH 141, 142, 241,242..... 16
- AMTH 420, 531, 544, 546..... 12
- ACSC 101..... 3
- ACSC 145..... 4
- Programming Elective above ACSC 101..... 3
- Elective in Computer Science (ACSC) or Physics (APHY 200 or above) or Mathematics (AMTH 200 or above)..... 3-4  
(6 hours AMTH listed under General Education)

**4. General Electives ..... 3-4**

**Minimum total hours<sup>3</sup>..... 131-133**

<sup>1</sup> Must have C or better

<sup>2</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>3</sup> At least 3 credit hours must be in non-Western world studies

**Bachelor of Science in Education—Major in Secondary Education  
(Area of Concentration in Comprehensive Science)**

<b>1. General Education Requirements</b> .....	<b>50</b>
English 101 <sup>1</sup> , 102 <sup>1</sup> .....	6
English Literature above 200 .....	3
Fine Arts (Art History, Music or Theater Appreciation: 2 of 3 areas) .....	6
ACOM 201 <sup>1</sup> or 241 <sup>1</sup> .....	3
Foreign Language <sup>2</sup> .....	8
Political Science 201 .....	3
Social Science .....	3
History of Civilization (AHST 101 or AHST 102) .....	3
Physics 201 or 211 <sup>1</sup> .....	4
Biology 101 <sup>1</sup> .....	4
Mathematics 141 .....	4
Statistics (APSY 225 or AMTH 201 or AMTH 509 or ABUS 269) .....	3
<b>2. Professional Education Requirements<sup>1</sup></b> .....	<b>37</b>
AEDC 310 or 110L, 442 .....	4
AEDF 321 .....	3
AEDP 330 .....	3
AEDR 518 .....	3
AEDS 446, 453, 453L, 460, 462 .....	9
AEDS 471, 476 .....	15
<b>3. Subject Area Requirements<sup>1</sup></b> .....	<b>42-43</b>
Biology 102 .....	4
Biology (300 level or above) .....	3-4
Chemistry 111 .....	4
Chemistry 112 .....	4
Chemistry (300 level or above) .....	4
Physics 202 or 212 .....	4
Astronomy 111 and 111L .....	4
Geology 101 or 103 .....	4
Geology Elective .....	4
Elective (300 level or above) .....	4
Chemistry 399, Geology 399, Physics 399, or Biology 499 (Independent Study) .....	3

**Minimum Total Hours<sup>3</sup> .....** **129-130**

<sup>1</sup> Must have C or better  
<sup>2</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.  
<sup>3</sup> At least 3 credit hours must be in non-Western world studies

**Bachelor of Arts in Education—Major in Secondary Education  
(Area of Concentration in Comprehensive Social Studies)**

<b>1. General Education Requirements</b> .....	<b>58</b>
AEGL 101 <sup>1</sup> , 102 <sup>1</sup> .....	6
English Literature (above 280) .....	6
ACOM 201 <sup>1</sup> or 241 <sup>1</sup> .....	3
Art, Music, Theatre Appreciation (two fields must be represented) .....	6
APLS 201 <sup>1</sup> .....	3
AHST 101 <sup>1</sup> , AHST 102 <sup>1</sup> .....	6
APSY 101 <sup>1</sup> .....	3
ASCY 101 <sup>1</sup> .....	3
Biological Science with lab .....	4
Physical Science with lab .....	4
Mathematics/Statistics/Logic .....	6
Foreign Language <sup>2</sup> .....	8
<b>2. Professional Education Requirements<sup>1</sup></b> .....	<b>37</b>
AEDC 310 or 110L, 442 .....	4
AEDF 321 .....	3
AEDP 330 .....	3
AEDR 518 .....	3
AEDS 446, 449, 449L, 460, 462 .....	9
AEDS 471, 476 .....	15

<b>3. Subject Area Requirements<sup>1</sup></b> .....	<b>24</b>
AHST 201 and 202 .....	6
AGRY 101 or 102 .....	3
AECO 221 and 222 .....	6
History (above 300 level) .....	3
Anthropology elective .....	3
APLS 101 or 103 .....	3

**Area of Concentration:** .....

Select one area of concentration for a total of 12 hours.

**History Concentration (300 level or above)**

US History .....	3
European History .....	3
History (Other than European or US) .....	3
AHST 300 .....	3

**Political Science Concentration**

APLS 301 .....	3
Political Theory (above the 300 level) .....	3
American Government (above the 300 level) .....	3
International Relations/Comparative Politics (above the 300 level) .....	3

**Sociology Concentration**

**Part I** (select two courses) .....

ASCY 301 (Gender Roles)	6
ASCY 355 (Minority Group Relations)	
ASCY 305 (Sociology of Family)	
ASCY 504 (Social Stratification)	
ASCY 507 (Social Control)	
ASCY 524 (Interpersonal Relations in the Family)	

**Part II:**

ASCY 497 (Sociological Research Methods) .....	3
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(select two courses, with no more than one from any group) .....

**Group A:**

ASCY 310 (Social Demography)	
ASCY 315 (World Population)	

**Group B:**

ASCY 350 (Juvenile Delinquency)	
ASCY 353 (Sociology of Crime)	
ASCY 523 (Sociology of Deviance)	

**Group C:**

ASCY 351 (Urban Sociology)	
ASCY 360 (Sociology of Medicine and Health)	
ASCY 460 (Sociology of Mental Health)	

**Psychology Concentration**

APSY 300 (History and Systems) .....	3
and select one from any group .....	9

**Group A**

APSY 350 (Learning Theory)	
APSY 360 (Cognitive Processes)	
APSY 380 (Motivation)	

**Group B**

APSY 320 (Abnormal)	
APSY 330 (Personality)	
APSY 340 (Social)	

**Group C**

One 400 level course

**4. General Electives .....** **3**

**Minimum total hours<sup>3</sup> .....** **134-137**

<sup>1</sup> Must have C or better  
<sup>2</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.  
<sup>3</sup> At least 3 credit hours must be in non-Western world studies

**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 is given a broad liberal arts and general education foundation as well as specific information regarding the abilities and needs of individuals with disabilities and their families. Extensive practicum experiences across a variety of placements are provided.

**1. General Education Requirements ..... 50-52**

**A. Skills and Competencies ..... 21-23**

English 101<sup>1</sup> and 102<sup>1</sup> ..... 6

Applied Speech Communication (ACOM 201<sup>1</sup> or 241<sup>1</sup>) .....3

AMTH 221<sup>1</sup> and 222<sup>1</sup> ..... 6

Foreign Language<sup>2</sup> ..... 6-8

**B. Methods and History of Disciplines<sup>3</sup> ..... 29**

Natural Sciences ..... 8

    Biology and either Chemistry, Physics, Geology, or Astronomy (2 labs)

Social/Behavioral Sciences (at least two areas) ..... 6

Humanities (at least two areas) ..... 9

    Philosophy (not logic),

    History, Literature, Fine Arts History,

    Humanities (AHUM acronym), Religion,

    Foreign Language (200 level and above),

    Communications (last two digits in 50s or 60s)

History of Civilization (AHST 101 or AHST 102) ..... 3

American Political Institutions ..... 3

    (APLS 201, AHST 201, or AHST 202)

**2. Professional Education Requirements<sup>1</sup> ..... 75**

AEDC 310 or 110L, 442 ..... 4

AEDF 321 ..... 3

AEDP 330, 335 ..... 6

AEDR 418, 420, 420P, 421 ..... 10

AEDE 410 ..... 3

AEDX 400 ..... 3

AEDX 401, 401P ..... 4

AEDX 402 ..... 3

AEDX 403 ..... 3

AEDX 404 ..... 3

AEDX 405 ..... 3

AEDX 414 ..... 3

AEDX 416, 416P ..... 4

AEDX 417, 417P ..... 4

AEDX 424, 424P ..... 4

AEDX 472, 476 ..... 15

**3. General Electives ..... 3-5**

**Minimum total hours ..... 130**

<sup>1</sup> Must have C or better

<sup>2</sup> Two (2) semesters of the same language. See degree program requirements for Foreign Language study.

<sup>3</sup> At least 3 credit hours must be in non-Western world studies. Courses satisfying this requirement are listed in the *USCA Bulletin*.

**Course Descriptions**

At least sophomore standing is required for enrollment in teacher education courses.

**Curriculum and Instruction (AEDC)**

- AEDC 110 Introduction to Careers in Education. (3)** A survey of careers in education, utilizing field experiences, field trips, seminars and reading assignments to focus on personal and professional development.
- AEDC 110L Introduction to Careers: Clinical Experience (1)** (Coreq: AEDC 110) Supervised clinical experience focusing on observation and analysis of classroom settings. (Teacher Cadets only, may substitute AEDC 110L for AEDC 310.)
- AEDC 310 Observation & Analysis in the Clinical Setting. (1)** The observation and analysis of methods and techniques used in classroom management. Sophomore standing required.
- AEDC 311 Clinical Tutorial Experience. (1)** (Prereq: AEDC 310; admission to the Professional Program or permission of School Head) Supervised tutorial experiences in clinical settings.
- AEDC 312 Classroom Clinical Experiences (2)** (Prereq: AEDC 311; admission to the Professional Program or permission of School Head) Supervised application of classroom skills in the clinical setting with a focus on whole group instruction.
- AEDC 399 Independent Study. (1-3)** (Prereq: permission of instructor)
- AEDC 442 Resources for Teaching. (3)** 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 computers.
- AEDC 455 The Middle School Curriculum and Organization. (3)** (Prereq: admission to the Professional Program or permission of School Head) Study of the middle school program, including history, purposes, organization, curriculum, evaluation and characteristics of middle school children.
- AEDC 599 Special Studies in Education. (1-3)** Intensive consideration of special topics.

**Early Childhood Education (AEDE)**

- AEDE 410 Family Life in Early Childhood. (3)** Principles, practices, and content of family life and family-school relations as related to young children’s learning and development in various settings during the early childhood years, birth through eight. This course will provide a foundation for using family life knowledge in relating to young children and families in effective ways.
- AEDE 435 Math and Science Experiences in Early Childhood Education. (3)** (Prereq: grades of C or better in AMTH 221 and 222; admission to Professional Program or permission of School Head; coreq: AEDE 435P) This methods course includes the basic content of the inquiry areas of math and science as they are to be presented to preschool and primary children. Appropriate experiences, learning activities, materials and equipment to aid the development of math and science concepts in young children are presented. Multicultural influences and needs of exceptional children are addressed.

- AEDE 435P** **Practicum in Teaching Math and Science in Early Childhood Education. (1)** (Prereq: AEDC 310, admission to Professional Program in Education or permission of School Head; coreq: AEDE 435.) Supervised clinical experience in an early childhood setting. Observation and participation in classroom setting is required with a focus on math and science learning experiences, materials and equipment. Seminars and group discussions included.
- AEDE 436** **Social Studies and Creative Arts in Early Childhood Education. (3)** (Prereq: admission to Professional Program in Education or permission of School Head; coreq: AEDE 436P) This methods course includes basic content in the academic areas of social studies and creative arts 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.
- AEDE 436P** **Practicum in Teaching Social Studies and Creative Arts in Early Childhood Education. (1)** (Prereq: AEDC 310, admission to Professional Program in Education or permission of School Head; coreq: AEDE 436.) Supervised clinical experience in an early childhood setting. Observation and participation in classroom setting is required with a focus on social studies and creative arts learning experience, materials and equipment. Seminars and group discussions included.
- AEDE 469** **Directed Teaching in Early Childhood Education. (12)** (Prereq: admission to Professional Program in Education and Directed Teaching.) A program of observation and teaching in the public schools under the supervision of university and public school personnel. Students will complete a preprimary and a primary experience.
- AEDE 476** **Senior Seminar. (3)** (Coreq: AEDE 469) The synthesis and critical evaluation of professional studies in early childhood education.
- AEDE 540** **The Young Child Birth - Four. (3)** (Prereq: admission to Professional Program or permission of School Head.) A study of the physical, emotional, intellectual, and social components of development, prenatal through age four, and its relationship to the education of the young child birth - four. Diagnosis and assessment of development are addressed. Programs serving young children and their families will be discussed. The administration of these programs as well as advocacy efforts are included.
- AEDE 542** **The Young Child Four to Eight. (3)** (Prereq: admission to Professional Program or permission of School Head.) This curriculum course is designed for prospective teachers in the nursery, kindergarten and primary schools. The course explores various issues involved in the development and education of children from the ages of four to eight. Attention is given to learning activities, materials and equipment suitable for teaching at this level. Emphasis is given to appropriate methods for assessment of children aged four through eight and to the relationship of various subject areas to the physical, social, emotional and cognitive development of the child. Philosophy, history of early childhood education, classroom management, societal influences, parental involvement and community resources are included.
- AEDE 544** **Language Development and Communicative Skills. (3)** (Prereq: admission to Professional Program or permission of School Head; coreq: AEDE 544P) The course deals with the relationship of language development and thinking to teaching communicative skills to young children. Specific areas covered are activities to develop oral language facility, writing (handwriting, spelling, functional and creative writing) and listening. Also, specific techniques dealing with diagnosis of language development will be handled.
- AEDE 544P** **Practicum in Teaching Language, Communication and Critical Thinking in Early Childhood Education. (1)** (Prereq: AEDC 310, admission to Professional Program in Education or permission of School Head; coreq: AEDE 544.) Supervised clinical experience in an early childhood setting. Observation and participation in classroom setting is required with a focus on language, communication and critical thinking skills learning experiences, materials and equipment. Seminars and group discussions included.
- Educational Psychology (AEDP)**
- AEDP 330** **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.
- AEDP 333** **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.
- AEDP 334** **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.
- AEDP 335** **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.
- Elementary Education (AEDL)**
- AEDL 430** **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.
- AEDL 431** **Teaching Mathematics in the Elementary School. (3)** (Prereq: AMTH 221 and 222 with C or better or consent of instructor and Admission to Education Professional Program or special permission of School Head; Coreq: AEDL 431P; Senior Block) Materials and programs for teaching mathematics in the elementary school.
- AEDL 431P** **Practicum in Teaching Mathematics in the Elementary School. (1)** (Prereq: Admission to Education Professional Program or special permission of School Head; Coreq: AEDL 431; Senior Block) 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.

**AEDL 432 Teaching Science in the Elementary School. (3)** (Prereq: Admission to Education Professional Program or special permission of School Head, completion of at least 4 credit hours of natural or physical science; Coreq: AEDL 432P, Junior Block) Materials and programs for teaching science in the elementary school.

**AEDL 432P Practicum in Teaching Science in the Elementary School. (1)** (Prereq: Admission to Education Professional Program or special permission of School Head; Coreq: AEDL 432, Junior Block) 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.

**AEDL 434 Teaching Language Arts in the Elementary School. (3)** (Prereq: AEDR 418 and Admission to Education Professional Program or special permission of School Head; Coreq: Junior Block) Materials and programs for teaching language arts in the elementary school with emphasis on communication skills.

**AEDL 441 Classroom Management. (3)** (Prereq: Admission to Education Professional Program or special permission of School Head; Coreq: Junior 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.

**AEDL 443 Teaching Social Studies in the Elementary School. (3)** (Prereq: Completion of 3 hours of history, Admission to Education Professional Program or special permission of School Head; Coreq: AEDL 443P and Senior Block) Materials and programs for teaching social studies in the elementary school.

**AEDL 443P Practicum in Teaching Social Studies in the Elementary School. (1)** (Prereq: Admission to Education Professional Program or special permission of School Head; Coreq: AEDL 443 and Senior Block) 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. Seminars and group discussions included.

**AEDL 445 Classroom Assessment. (3)** (Prereq: AEDP 330, AEDP 335, Admission to Education Professional Program or special permission of School Head; Coreq: Senior Block) Study of formal and informal assessment instruments and strategies and their application in measuring and monitoring learning.

**AEDL 470 Directed Teaching in Elementary School. (12)** (Prereq: admission to the Professional Program in Education and Directed Teaching). A program of observation and teaching in the public schools under the supervision of university and public school personnel.

**AEDL 476 Senior Seminar. (3)** (Coreq: AEDL 470) The synthesis and critical evaluation of professional studies in elementary education.

### Exceptional Learner (AEDX)

**AEDX 400 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.

**AEDX 401 Introduction to High Incidence Disabilities. (3)** (Prereq: AEDX 400 and Admission to the Professional Program; Coreq: AEDX 401P) This course is a survey of people with learning disabilities, behavioral and emotional disabilities, and mental retardation. Emphasis will be placed on characteristics, definition, and etiology of the aforementioned disabilities.

**AEDX 401P Practicum in High Incidence Disabilities. (1)** (Prereq: AEDX 400 and Admission to the Professional Program; Coreq: AEDX 401) This course will provide observation, participation, and/or teaching experiences with people with learning disabilities, behavioral and emotional disabilities, or mental retardation.

**AEDX 402 Autism, Traumatic Brain Injury, and Severe Disabilities. (3)** (Prereq: AEDX 400 and Admission to the Professional Program) 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.

**AEDX 403 Assessment of People with Exceptionalities. (3)** (Prereq: Admission to the Professional Program) 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.

**AEDX 404 Collaboration and Inclusion. (3)** 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.

**AEDX 405 IEP Development and Training. (3)** (Prereq: AEDX 400 and Admission to the Professional Program) 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.

**AEDX 410 Introduction to Mental Retardation. (3)** (Prereq: AEDX 400; Coreq: AEDX 411) A survey of people with mental retardation, including historical treatment, etiology, characteristics, methods of diagnosis and teaching individuals with mental retardation in the least restrictive environment.

**AEDX 411 Practicum in the Instruction of People with Mental Retardation. (1)** (Prereq: Permission of instructor and AEDX 400; Coreq: AEDX 410) Field experiences in the application of methods and materials for people with mental retardation. Meets special education in mental retardation certification requirements.

- AEDX 412** **Practicum in the Instruction of People with Mental Retardation. (1)** (Prereq: Permission of instructor and AEDX 411) Field experiences in the application of methods and materials for people with mental retardation. Meets special education in mental retardation certification requirements.
- AEDX 413** **Practicum in the Instruction of People with Mental Retardation. (1)** (Prereq: Permission of instructor and AEDX 412) Field experiences in the application of methods and materials for people with mental retardation. Meets special education in mental retardation certification requirements.
- AEDX 414** **Methods and Materials in High Incidence Disabilities. (3)** (Prereq: AEDX 401, AEDX 401P and Admission to the Professional Program) This course will provide an exploration of methods and materials used for teaching people with learning disabilities, behavioral and emotional disabilities, or mental retardation.
- AEDX 415** **Methods and Materials for Teaching People with Mental Retardation. (3)** (Prereq: AEDX 410 or consent of instructor) Methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with mental retardation, including the development of Individualized Education programs. Meets special education in mental retardation certification requirements.
- AEDX 416** **Adapting Mathematics and Science Curricula. (3)** (Prereq: Grades of C or better in AMTH 221 and AMTH 222; Admission to the Professional Program; Coreq: AEDX 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.
- AEDX 416P** **Practicum in Adapting Mathematics and Science Curricula. (1)** (Prereq: Admission to the Professional Program; Coreq: AEDX 416) This course will provide practical observation, participation, and teaching experiences in the areas of mathematics and science with students with exceptionalities.
- AEDX 417** **Adapting Language Arts and Social Studies Curricula. (3)** (Prereq: AEDX 400 and Admission to the Professional Program; Coreq: AEDX 417P) 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.
- AEDX 417P** **Practicum in Adapting Language Arts and Social Studies Curricula. (1)** (Prereq: Admission to the Professional Program; Coreq: AEDX 417) This course will provide practical observation, participation, and teaching experiences in the areas of language arts and social studies with students with exceptionalities.
- AEDX 420** **Introduction to Learning Disabilities. (3)** (Prereq: AEDX 400 or consent of instructor) 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.
- AEDX 421** **Practicum in the Instruction of Learning Disabilities. (1)** (Prereq: Permission of instructor and AEDX 400; Coreq: AEDX 420) Field experiences in the application of methods and materials for learning disabilities which address certification requirements.
- AEDX 422** **Practicum in the Instruction of Learning Disabilities. (1)** (Prereq: Permission of instructor and AEDX 400, 420, & 421) Field experiences in the application of methods and materials for learning disabilities which address certification requirements.
- AEDX 423** **Practicum in the Instruction of Learning Disabilities. (1)** (Prereq: Permission of instructor and AEDX 400, 420, 421, & 422) Field experiences in the application of methods and materials for learning disabilities which address certification requirements.
- AEDX 424** **Behavior Intervention and Management. (3)** (Prereq: Admission to the Professional Program; Coreq: AEDX 424P) 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.
- AEDX 424P** **Practicum in Behavior Intervention and Management. (1)** (Prereq: Admission to the Professional Program; Coreq: AEDX 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.
- AEDX 425** **Methods and Materials for Teaching People with Learning Disabilities. (3)** (Prereq: AEDX 420) 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 special education in learning disabilities certification requirements.
- AEDX 472** **Directed Teaching. (12)** (Prereq: Admission to the Professional Program and Admission to Directed Teaching; Coreq: AEDX 476) A program observation and teaching in the public schools under the supervision of certified special education teachers and university personnel.
- AEDX 476** **Senior Seminar. (3)** (Prereq: Admission to the Professional Program and Admission to Directed Teaching; Coreq: AEDX 472) The course is the synthesis and critical evaluation of professional studies in special education.
- Foundations of Education (AEDF)**
- AEDF 321** **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 (AHPR)**
- AHPR 231** **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.

**AHPR 312 Foundations of Coaching. (3)** The philosophical bases, leadership theory, administrative practice and organizational problems of competitive athletics.

**AHPR 331 Health Education for the Elementary School. (3)** Methods and materials for elementary schools. Integration and correlation of materials with school subjects. Sample content of material developed for primary, intermediate and upper grades.

**AHPR 409 Independent Study in Health, Physical Education or Recreation. (3)** Independent research in one of the three indicated areas under the direction of appropriate faculty.

**AHPR 455 Teaching Strategies in Elementary School Physical Education. (3)** Current methods and techniques of teaching physical education in grades K-6. Study includes movement education, rhythmic activities, games, gymnastics and sports skill development.

**AHPR 456 Theories and Techniques of Perceptual Motor Development Activities. (3)** A study of the theories and the application of perceptual motor skills designed for children ages 4-9.

**AHPR 599 Selected Topics. (3)** An in-depth study of current topics drawn from the literature or from practice. (Offered by student demand)

#### **Reading and Literature (AEDR)**

**AEDR 418 Children's Literature. (3)** 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.

**AEDR 420 Teaching of Reading in the Elementary School. (3)** (Prereq: AEDR 418 and Admission to Education Professional Program or special permission of School Head; Coreq: AEDR 420P, Junior Block) This course will focus on the study of the various approaches to reading instruction and the place of reading in the curriculum.

**AEDR 420P Practicum in Reading. (1)** (Prereq: AEDR 418, Admission to Education Professional Program or special permission of School Head; Coreq: AEDR 420, Junior Block) This course provides supervised classroom and clinical experiences in teaching developmental reading. Seminars and group discussions are included.

**AEDR 421 Assessing and Correcting Reading Difficulties. (3)** (Prereq: AEDR 420 and Admission to Education Professional Program or special permission of School Head; Coreq: Senior Block) Clinical and classroom aspects of teaching students with reading difficulties are explored with emphasis on assessment, instructional materials and teaching techniques. May be taken the summer prior to the internship.

**AEDR 485 Adolescent Literature. (3)** 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.

**AEDR 518 Reading in the Secondary School. (3)** (Prereq: admission to Education Professional Program or special permission of education advisor) The place of reading instruction in high schools, the programming of special services in reading instruction, methods of teaching

basic and developmental reading skills, and case studies of programs are examined. Demonstrations of tests and devices are included.

#### **Secondary Education (AEDS)**

**AEDS 446 Secondary School Curriculum. (3)** (Prereq: admission to Education Professional Program or special permission of School Head; Coreq: AEDS 460 or AEDS 462) The organization, historical context, foundations for curriculum development, process of curriculum planning, design of the curriculum and strategy of curriculum change in the secondary school. Also open to degreed students seeking certification.

**AEDS 447 Teaching in High School. (English) (3)** (Prereq: admission to Education Professional Program or special permission of School Head; Coreq: AEDS 447L, either AEDS 460 or AEDS 462) Materials and methods of teaching English in the high school. Student is required to work with a master teacher for selected activities in a corequisite practicum. Also open to degreed students seeking teacher certification.

**AEDS 447L Current Practices and Trends in the Teaching of Secondary English (1)** (Prereq: Admission to the Professional Program or permission of School Head; Coreq: AEDS 447, either AEDS 460 or AEDS 462) A study of the most up to date practices, topics and issues of current interest related to the teaching of english in the secondary school. Special attention will be given to the research base relative to course topics when appropriate. Also open to degreed students seeking certification.

**AEDS 449 Teaching in High School. (Social Studies) (3)** (Prereq: admission to Education Professional Program or special permission of School Head; Coreq: AEDS 449L, either AEDS 460 or AEDS 462) Materials and methods of teaching history and social studies in the high school. Student required to work with a master teacher for selected activities in a corequisite practicum. Also open to degreed students seeking certification.

**AEDS 449L Current Practices and Trends in the Teaching of Secondary Social Studies (1)** (Prereq: Admission to the Professional Program or permission of School Head; Coreq: AEDS 449, either AEDS 460 or AEDS 462) A study of the most up to date practices, topics and issues of current interest related to the teaching of social studies in the secondary school. Special attention will be given to the research base relative to course topics when appropriate. Also open to degreed students seeking certification.

**AEDS 450 Teaching in High School. (Mathematics) (3)** (Prereq: admission to Education Professional Program or special permission of School Head; Coreq: AEDS 450L, either AEDS 460 or AEDS 462) Materials and methods of teaching mathematics in high school. Student required to work with a master teacher for selected activities in a corequisite practicum. Also open to degreed students seeking certification.

**AEDS 450L Current Practices and Trends in the Teaching of Secondary Mathematics (1)** (Prereq: Admission to the Professional Program or permission of School Head; Coreq: AEDS 450, either AEDS 460 or AEDS 462) A study of the most up to date practices, topics and issues of current interest related to the teaching of mathematics in the secondary school. Special attention will be given to the research base relative to course topics when appropriate. Also open to degreed students seeking certification.

- AEDS 453 Teaching in High School. (Science) (3)** (Prereq: admission to Education Professional Program or special permission of School Head; Coreq: AEDS 453L, either AEDS 460 or AEDS 462) Materials and methods of teaching science in the high school. Student required to work with a master teacher for selected activities in a corequisite practicum. Also open to degreed students seeking certification.
- AEDS 453L Current Practices and Trends in the Teaching of Secondary Science (1)** (Prereq: Admission to the Professional Program or permission of School Head; Coreq: AEDS 453, either AEDS 460 or AEDS 462) A study of the most up to date practices, topics and issues of current interest related to the teaching of science in the secondary school. Special attention will be given to the research base relative to course topics when appropriate. Also open to degreed students seeking certification.
- AEDS 460 Secondary Practicum. (1)** (Prereq: admission to Professional Program or permission of School Head; AEDC 310; Coreq: AEDS 446 or appropriate secondary methods course [AEDS 447, AEDS 449, AEDS 450, or AEDS 453]) This course focuses on observation and analysis of classroom management practices, characteristics of the secondary curriculum, and implementation of secondary teaching strategies. The student is required to work in the public schools with a master teacher in the student's subject field and possibly in informal educational settings or community based programs. Also open to degreed students seeking certification.
- AEDS 462 Advanced Secondary Practicum. (1)** (Prereq: AEDS 310 and AEDS 460 and admission to Professional Program or permission of School Head; Coreq: AEDS 446 or appropriate secondary methods course [AEDS 447, AEDS 449, AEDS 450, or AEDS 453]) In this course, students will participate in supervised application of classroom instructional methods and classroom management skills in clinical settings. The student is required to work in the public schools with a master teacher in the student's subject field and possibly in informal educational settings or community based programs. Also open to degreed students seeking certification.
- AEDS 471 Directed Teaching in the Secondary School. (12)** A teaching internship involving observation and teaching in the secondary schools under the supervision of the university and secondary school personnel. Students are placed with a master teacher in the student's subject field: English, mathematics, science, or social studies. (Open only to students who have been approved for the professional program and whose application for the teaching internship has been accepted.)
- AEDS 476 Senior Seminar. (3)** (Coreq: AEDS 471) The synthesis and critical evaluation of professional studies in secondary education.

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## Exercise And Sports Science Program

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Kimberly Wood Woeber, Director of Exercise Science and Wellness

### Admission Criteria

All courses in the core requirements and concentration require C grade or higher.

### Athletic Training Concentration

A formal admission process is required for the Athletic Training concentration because of the limited resources (staff, space) available to provide the necessary level of supervision and experiences to obtain National Athletic Trainer Association certification. Only a limited number of students will be admitted into this concentration.

Students may apply upon completion of the following requirements:

1. A student must have a 2.75 cumulative grade point average with a minimum of 45 hours of completed coursework. Students with higher cumulative averages will be given stronger consideration.
2. Within the 45 hours of academic work, the student must have completed the following courses: the activity course requirement, AEXS 198, AEXS 203, AEXS 325, AEGL 101 and 102, ABIO 232, AEXS 223 or ABIO 242, and either a required Biology or Chemistry course.
3. Two letters of recommendation are required. The letters should be written by persons the applicant feels can best address his/her abilities and potential as a student trainer.
4. Applicants meeting the above mentioned requirements will undergo an interview with faculty affiliated with the Exercise and Sports Science degree program.

The Exercise and Sports Science faculty, along with other appropriate individuals, will review all applications and determine admission of applicants. Applications will be accepted twice yearly, with deadlines published. Enrollment in AEXS 321, 323, 323L, 328, 423, 423L, and all athletic training courses above AEXS 325 are contingent upon formal program admission and progression requirements of a 2.75 cumulative grade point average.

If the semester, yearly, or cumulative grade point average of a student is below 2.75, the student will be placed on notice. If the student has two consecutive semesters of a grade point average below 2.75, the student will be withdrawn from academic courses in Exercise and Sports Science. To be reinstated, the student must achieve an overall grade point average of 2.75 and have the endorsement of the Exercise Science faculty. To graduate, the student must have a 2.75 GPA.

### Fitness Management Concentration

Upon completion of 45 hours, students may apply for admission to the Fitness Management concentration. Admission is based on the following criteria:

1. A student must have a 2.0 cumulative grade point average with a minimum of 45 hours of completed coursework.
2. Each applicant must have completed the following coursework: AEGL 101 and 102, the activity course requirement, 198, 203, and at least two sciences from: ABIO 101 or 102, ACHM 101 or 111, AEXS 223, and ABIO 232.

Enrollment in AEXS 321, 323, 323L, 328, 423, 423L, 424, and 439 will require admission and progression requirements of a 2.0 cumulative grade point average.

If the semester, yearly, or cumulative grade point average of a student is below 2.0, the student will be placed on notice. If the student has two consecutive semesters of a grade point average below 2.0, the student will be withdrawn from academic courses in Exercise and Sports Science. To be reinstated, the student must achieve an overall grade point average of 2.0 and have the endorsement of the Exercise Science faculty. To graduate, the student must have a 2.0 GPA.



## Basic Sciences Concentration

Upon completion of 45 hours, students may apply for admission to the Basic Sciences concentration. Admission is based on the following criteria:

- Each applicant must have a 3.0 cumulative grade point average with a minimum of 45 hours of completed coursework.
- Each applicant must have completed the following coursework with a C or better: AEGL 101, 102, the activity course requirement, 198, 203, and three courses from: ABIO 101 or 102, ACHM 111, ABIO 232, and AEXS 223.

Enrollment in AEXS 321, 323, 323L, 328, 359, 423, 423L, 424, and 459 will require admission and progression requirements of a 3.0 cumulative grade point average.

If the semester, yearly, or cumulative grade point average of a student is below 3.0, the student will be placed on notice. If the student has two consecutive semesters of a grade point average below 3.0, the student will be withdrawn from academic courses in Exercise and Sports Science. To be reinstated, the student must achieve an overall grade point average of 3.0 and have the endorsement of the Exercise Science faculty. To graduate, the student must have a 3.0 GPA.

### Bachelor of Science—Major in Exercise and Sports Science

<b>1. General Education Requirements</b>	<b>50</b>
<b>A. Skills and Competencies</b>	<b>21</b>
English 101 and 102	6
Applied Speech Communication (ACOM 201 or 241)	3
AMTH 111 or higher (except 118, 119, 221, 222)	6
Statistics	3
Computer Science	3
<b>B. Methods and History of Disciplines</b>	<b>29</b>
Natural Sciences	8
ACHM 101 or 111 <sup>1</sup> , and ABIO 101 or 102	
Social/Behavioral Sciences (at least two areas)	6
APSY 101 and Anthropology, Economics, Political Science, Sociology or Geography	
Humanities (at least two areas)	9
History, Literature, Fine Arts History, Religion, Humanities (AHUM acronym), Foreign Language 200 and above, Philosophy (not logic), Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102)	3
American Political Institutions	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Core Requirements</b>	<b>42</b>
ABIO 232	4
Activity course requirement - select one from AEXS: 101, 102, 106, 107, 120, 121, 123, 124, 126, 127, 140, 141, 142, 143, or 144	1
AEXS 198, 203, 223 <sup>2</sup> , 239, 311, 321, 323, 323L, 325, 328, 337, 423, 423L, 424	37
<b>3. Additional Requirements Associated with Concentrations</b>	
<b>Athletic Training:</b>	<b>36</b>
<b>Exercise Science Requirements</b>	
AEXS 302, 326, 326L, 436, 436L, 437, 437L, 438, 438L, 445, 445L, 449	23
AEXS 330, 331, 430, 431	10
Electives	3
<b>Total hours required<sup>4</sup></b>	<b>128</b>

<b>Fitness Management:</b>	<b>36</b>
<b>Exercise Science Requirements</b>	
AEXS 301, 439 <sup>3</sup>	9
<b>Business Minor</b>	
ABUS 225, 226, 350, 371, AECO 221, 222	18
<b>Additional Management Courses</b>	
AMGT 374, 473	6
Electives	3
<b>Total hours required<sup>4</sup></b>	<b>128</b>

<b>Basic Sciences:</b>	<b>33-37</b>
<b>Exercise Science Requirements</b>	
AEXS 301, 359 and 459	8-11
<b>Science Requirements</b>	
ABIO 102	4
ACHM 112	4
APHY 201	4
Science elective	7-8
(Select one from the following:	
ABIO 302, 330, 360; ACHM 331 and 331L;	
AMTH 122, 141, or APHY 202)	
<b>Developmental Requirement</b>	
PSY 310 or AEDP 330	3
Electives	3
<b>Total hours required<sup>4</sup></b>	<b>125-129</b>

<sup>1</sup> Required in Basic Sciences Concentration

<sup>2</sup> Students in the Basic Science Concentration may take ABIO 242 in place of AEXS 223

<sup>3</sup> Internship must be taken at an off-campus site

<sup>4</sup> At least 3 credit hours must be in non-Western world studies

## Course Descriptions

### Exercise and Sports Science (AEXS)

The 100-190 series are activity courses which focus on the comprehension of principles and techniques, skill development and regular activity participation as a means of promoting lifelong physical fitness.

An activity course may be taken no more than twice for university credit.

<b>AEXS 101</b>	<b>Conditioning I. (1)</b> An introduction to the principles and techniques of cardiovascular training.
<b>AEXS 102</b>	<b>Conditioning II. (1)</b> (Prereq: AEXS 101 or permission of the instructor) Advanced concepts and programming in cardiovascular training.
<b>AEXS 106</b>	<b>Weight Training I. (1)</b> An introduction to the principles and techniques of weight training.
<b>AEXS 107</b>	<b>Weight Training II. (1)</b> (Prereq: AEXS 106 or permission of instructor) Advanced concepts and programming in weight training.
<b>AEXS 110</b>	<b>Beginning Golf. (1)</b> An introduction to the rules and fundamental skills of golf. Equipment available if needed. Golf range fee.
<b>AEXS 111</b>	<b>Intermediate Golf. (1)</b> (Prereq: AEXS 110 or permission of instructor) Further refinement of the golf skills. Equipment available if needed. Golf range fee.
<b>AEXS 112</b>	<b>Advanced Golf. (1)</b> (Prereq: AEXS 111 or permission of instructor) Development of advanced golf skills and strategies. Equipment available if needed. Golf range fee.
<b>AEXS 116</b>	<b>Beginning Tennis. (1)</b> An introduction to the rules and fundamental skills of tennis. Equipment available if needed.

AEXS 117	<b>Intermediate Tennis. (1)</b> (Prereq: AEXS 116 or permission of instructor) Further refinement of fundamental tennis skills and introduction of more advanced skills and strategies. Equipment available if needed.	AEXS 190	<b>Special Topic. (1)</b> Unique physical activities offered according to student interest.
AEXS 118	<b>Advanced Tennis. (1)</b> (Prereq: AEXS 117 or permission of instructor) Advanced skill development and strategies for the game of tennis. Equipment available if needed.	AEXS 198	<b>Foundations in Exercise and Sports Science. (2)</b> 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. The course also provides information and required out-of-class observation relative to career opportunities in exercise and sports science. Many of the sites for observation are located on or near the USCA campus.
AEXS 120	<b>Aerobics I. (1)</b> An introduction to the principles and techniques of aerobic dance.	AEXS 203	<b>CPR and First Aid. (1)</b> A study of basic first aid and emergency care procedures resulting in American Red Cross Standard First Aid certification, and American Red Cross Cardiopulmonary Resuscitation certification.
AEXS 121	<b>Aerobics II. (1)</b> (Prereq: AEXS 120 or permission of instructor) Advanced concepts, techniques and programming in aerobic dance.	AEXS 223	<b>Human Physiology. (4)</b> (Prereq or Coreq: ABIO 232) Organization and function of the major systems of the human body, with specific consideration given to the needs of students in the exercise and sports science related fields.
AEXS 123	<b>Step Aerobics I. (1)</b> An introduction to the principles and techniques of step aerobics.	AEXS 231	<b>Personal and Community Health. (3)</b> 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.
AEXS 124	<b>Step Aerobics II. (1)</b> (Prereq: AEXS 123 or permission of instructor) Advanced concepts, techniques and programming in step aerobics.	AEXS 239	<b>Principles and Practice in Exercise Leadership. (3)</b> (Prereq or Coreq: Required AEXS 100 level course) The study of important principles and methods involved in effective and safe exercise leadership. Through a supervised practicum experience in a USCA exercise program, application of these leadership skills is provided. Knowledge of cardiovascular conditioning, weight training, and water exercise, along with common equipment used with each, will be emphasized.
AEXS 126	<b>Aqua Aerobics I. (1)</b> An introduction to the principles and techniques of water-based aerobics.	AEXS 301	<b>Organization and Administration of Fitness Related Programs. (3)</b> (Prereq: AEXS 198) The study of organizational and administrative 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.
AEXS 127	<b>Aqua Aerobics II. (1)</b> (Prereq: AEXS 126 or permission of instructor) Advanced concepts, techniques and programming in water-based aerobics.	AEXS 302	<b>Organization and Administration of Athletic Training Programs. (3)</b> (Prereq: AEXS 326, AEXS 326L) Introduction to the processes associated with the implementation and administration of athletic training programs. Programming, scheduling, liability, equipment, records, finance, and facility related issues are among the topics covered.
AEXS 130	<b>Beginning Volleyball. (1)</b> An introduction to the rules and fundamental skills of volleyball.	AEXS 311	<b>Nutritional Aspects of Health, Fitness, and Sports Performance. (3)</b> (Prereq: AEXS 223, ACHM 101 or 111) 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.
AEXS 131	<b>Intermediate and Advanced Volleyball. (1)</b> (Prereq: AEXS 130 or permission of instructor) Advanced skill development and strategies for the game of volleyball.	AEXS 321	<b>Anatomical and Biomechanical Kinesiology. (4)</b> (Prereq: ABIO 232) The study of the anatomical and mechanical principles governing human motion, with emphasis placed on the ability to analyze human movement utilizing these principles.
AEXS 136	<b>Beginning Basketball I. (1)</b> An introduction to the rules and fundamental skills of basketball.	AEXS 323	<b>Exercise Physiology. (3)</b> (Prereq: AEXS 223, 239, Admission to concentration; Coreq: AEXS 323L) The study of human physiological responses to physical
AEXS 137	<b>Intermediate and Advanced Basketball. (1)</b> (Prereq: AEXS 136 or permission of instructor) Advanced skill development and strategies for the game of basketball.		
AEXS 140	<b>Beginning Swimming. (1)</b> An introduction to the fundamental skills of swimming and pool safety. (Can obtain American Red Cross Beginning and Advanced Beginning swimming certifications).		
AEXS 141	<b>Intermediate Swimming. (1)</b> (Prereq: AEXS 140 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).		
AEXS 142	<b>Advanced Swimming. (1)</b> (Prereq: AEXS 141 or permission of instructor) Refinement of all basic swimming strokes and emphasis on lap swimming. (Can obtain American Red Cross Advanced swimming certification).		
AEXS 143	<b>Lifeguard Training. (1)</b> (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).		
AEXS 144	<b>Water Safety Instructor. (1)</b> (Prereq: Current ARC Lifeguard Training certification or meet standards set by ARC) Development of the knowledge and skills to be a competent swimming instructor. (Can obtain American Red Cross Water Safety Instructor certification).		
AEXS 145	<b>Basic Scuba Diving. (1)</b> (Prereq: AEXS 142 or permission of instructor) An introduction to the basic knowledge and skills of scuba diving. (Can obtain scuba certification). Rental equipment available.		

activity. Emphasis is placed on the muscular, cardiovascular, respiratory, and nervous systems.

- AEXS 323L Exercise Physiology Laboratory. (1)** (Prereq: AEXS 223, 239, Admission to concentration; Coreq: AEXS 323) Laboratory experiences related to exercise physiology, including a variety of fitness assessments.
- AEXS 325 Introduction to Sports Medicine. (2)** An introduction to the basic principles and practices involved in the prevention, care and rehabilitation of sports injuries, with a focus on injury prevention and urgent care.
- AEXS 326 Advanced Sports Medicine. (3)** (Prereq: ABIO 232, AEXS 203, 325, Admission to the Athletic Training concentration; Coreq: AEXS 326L, 330) Advanced study in the prevention, care and rehabilitation of sports injuries.
- AEXS 326L Taping and Bracing Lab. (1)** (Prereq: ABIO 232, AEXS 203, 325, Admission to the Athletic Training concentration; Coreq: AEXS 326, 330) Laboratory experience in the principles and techniques associated with protective taping, padding, wrapping and bracing.
- AEXS 327 Foundations of Motor Learning. (3)** (Prereq: ABIO 232, AEXS 223) Scientific and behavioral foundation of the learning and performance of motor skills.
- AEXS 328 Electrocardiography. (3)** (Prereq: AEXS 198, 323, 323L or consent of instructor) An introduction to basic concepts of electrocardiography, including cardiac electrophysiology, lead systems, and interpretation of rhythm strips and 12-lead electrocardiograms.
- AEXS 330 Clinical Experience I. (2)** (Prereq: AEXS 325, Admission to the Athletic Training concentration; Coreq: AEXS 326, 326L) First clinical athletic training experience under the supervision of a NATA certified athletic trainer.
- AEXS 331 Clinical Experience II. (2)** (Prereq: AEXS 436, 436L, 445, 445L, Admission to the Athletic Training concentration; Coreq: AEXS 437, 437L) Second clinical athletic training experience under the supervision of a NATA certified athletic trainer.
- AEXS 337 Health and Behavior Change. (4)** (Prereq: AEXS 239, 223, or consent of instructor) A study of healthy lifestyles in the context of behavior change. Topics such as smoking cessation, stress management, physical fitness, weight control, safe sex, alcohol and others are addressed utilizing the principles associated with successful long term changes in behavior.
- AEXS 359 Introduction to Exercise and Sports Science Research. (2)** (Prereq: AEXS 323, 323L, and consent of instructor) An independent study course in which the student will write a literature review, study research design and generate a proposal for a research project. (This course is intended for students interested in exercise science research and who plan to complete AEXS 459).
- AEXS 423 Exercise Testing. (3)** (Prereq: AEXS 323, 323L, and 328, Admission to concentration; Coreq: AEXS 423L) 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.
- AEXS 423L Exercise Testing Laboratory. (1)** (Prereq: AEXS 323, 323L, 328; Coreq: AEXS 423) Laboratory experiences in submaximal and maximal exercise testing.
- AEXS 424 Exercise Prescription. (3)** (Prereq: AEXS 239, 311, 423, and 423L) 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.
- AEXS 425 Advanced Concepts of Sports Medicine I: Evaluation. (3)** (Prereq: AEXS 203, 325, and ABIO 232) The evaluation and immediate care of the injured athlete. Emphasis is placed on general assessment procedures, including general observation, physical examination and special tests. The interaction between the team physician and trainer in this process is also discussed.
- AEXS 426 Advanced Concepts in Sports Medicine II: Rehabilitation. (3)** (Prereq: AEXS 425) The rehabilitation of the injured athlete. The use of modalities as well as specific rehabilitative and conditioning programs utilized in the treatment of athletic injuries are emphasized.
- AEXS 429 Internship in Athletic Training. (3-15)** Supervised internship experience in athletic training and sports medicine. Admission to Athletic Training concentration is required, with students completing their 15 total credit hours in no less than two calendar years. No more than 9 credit hours of internship may be completed in any one semester. (Contract required)
- AEXS 430 Clinical Experience III. (3)** (Prereq: AEXS 437, 437L, 331, Admission to the Athletic Training concentration; Coreq: AEXS 438, 438L) Third clinical athletic training experience under the supervision of a NATA certified athletic trainer.
- AEXS 431 Clinical Experience IV. (3)** (Prereq: AEXS 438, 438L, 430, Admission to the Athletic Training concentration; Coreq: AEXS 449) Fourth clinical athletic training experience under the supervision of a NATA certified athletic trainer.
- AEXS 435 Sport Psychology. [=APSY 435](3)** The application of psychological processes to individual and team sports. Topics include personality, motivation, concentration, emotion, group cohesiveness and ideal performance states.
- AEXS 436 Evaluation in Sports Medicine. (3)** (Prereq: AEXS 326, 326L, 330, Admission to Athletic Training concentration; Coreq: AEXS 436L, 445, 445L) Advanced techniques in the recognition and early management of athletic injuries. Emphasis is placed on assessment procedures, including general observation, physical examination and special tests.
- AEXS 436L Evaluation Laboratory. (1)** (Prereq: AEXS 326, 326L, 330; Coreq: AEXS 436, 445, 445L) Laboratory experience in the evaluation of the injured athlete.
- AEXS 437 Rehabilitation in Sports Medicine I: Upper Extremity. (2)** (Prereq: AEXS 436, 436L, 445, 445L, Admission to Athletic Training concentration; Coreq: AEXS 437L, 331) Principles and programming associated with the rehabilitation and conditioning of the injured athlete, focusing on upper extremity injuries.
- AEXS 437L Rehabilitation Laboratory I: Upper Extremity. (1)** (Prereq: AEXS 436, 436L, 445, 445L, Admission to Athletic Training concentration; Coreq: AEXS 437, 331) Laboratory experience in the rehabilitation techniques of the upper extremity.

- AEXS 438     **Rehabilitation in Sports Medicine II: Lower Extremity. (2)**** (Prereq: AEXS 437, 437L, 331; Coreq: AEXS 430, 438L) Principles and programming associated with the rehabilitation and conditioning of the injured athlete, focusing on the lower extremity.
- AEXS 438L   **Rehabilitation Laboratory II: Lower Extremity. (1)**** (Prereq: AEXS 437, 437L, 331; Coreq: AEXS 430, 438) Laboratory experience in the rehabilitation techniques of the lower extremity.
- AEXS 439     **Internship in Fitness Management. (3-12)**** (Prereq: AEXS 423, 424, and consent of instructor) A supervised internship experience in fitness management-related area which brings together the various information learned from all prior major courses. This experience must take place at an off-campus site, with a minimum of six credit hours taken at one site. (Contract required)
- AEXS 445     **Modalities in Sports Medicine. (2)**** (Prereq: AEXS 326, 326L, 330; Coreq: AEXS 436, 436L, 445L) Principles and practical skills associated with the therapeutic modalities used in the treatment and rehabilitation of athletic injuries.
- AEXS 445L   **Modalities Laboratory. (1)**** (Prereq: AEXS 326, 326L, 330; Coreq: AEXS 436, 436L, 445) Laboratory experience in the application of therapeutic modalities.
- AEXS 449     **Senior Seminar. (3)**** (Prereq: AEXS 438, 438L, 430; Coreq: AEXS 431) Culminating course in the athletic training curriculum. Synthesizes the student's preparation toward becoming a contributing member of the NATA and athletic training profession. Engages students in the process of reviewing, analyzing, discussing, synthesizing and reflecting about athletic training and relevant topics in the field.
- AEXS 459     **Exercise and Sports Science Research. (3-6)**** (Prereq: Statistics, AEXS 359 and consent of instructor) Independent research project in exercise and sports science. (Contract required)
- AEXS 599     **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)

# School of Nursing

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Trudy G. Groves, School Head  
Patricia R. Cook, Assistant Head, BSN Program Coordinator  
Iris Walliser, ADN Program Coordinator  
Jeanne J. Townes, Learning Resource Center Coordinator

## 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: 1) the provision of quality nursing-education that prepares graduates with the nursing knowledge and competencies necessary to assume responsible positions in the delivery of health care and 2) the discovery and creation of 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 and a two-year program leading to the Associate in Science in Technical Nursing (ADN) degree. These programs are approved by the South Carolina State Board of Nursing and are fully accredited by the National League for Nursing Accrediting Commission. In addition, the School of Nursing offers a Bachelor of Science in Nursing Completion Program, which is fully accredited by the National League for Nursing Accrediting Commission.

The nursing curricula provide 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 laboratory, and area health care facilities.

Courses in the BSN completion program build upon the student's basic nursing program in preparation for practice in a variety of clinical settings.

### Professor

Trudy G. Groves, RN, GNPC, (Gerontological Nursing), Ed.D., University of Georgia, 1985

### Associate Professors

Sandra J. Chubon, RN, (Community Health), Ph.D., University of South Carolina, 1986

Patricia R. Cook, RN, (Adult Nursing), Ph.D., University of South Carolina, 1995, *Ione Wells Hanly/Nations Bank Chair in Nursing*

Janice Cullen, RN, (Adult Nursing), Ed.D. University of South Carolina, 1994

Lou Gramling, RN (Psychiatric Nursing), Ph.D., Medical College of Georgia, 1991

Linda Johnston, RN, (Adult Nursing), Ph.D., Medical College of Georgia, 1993

### Assistant Professors

Maggie T. Dorsey, RN, (Adult Nursing), M.S.N., Medical College of Georgia, 1981

Phyllis R. Farr-Weinstein, RN, ANP, (Adult Nursing), M.S.N., Medical College of Georgia, 1984

Parivash S. Mura, RN, (Maternal-Child), M.S.N., Medical College of Georgia, 1973

### Senior Instructors

Marolyn L. Baril, RN, FNP, (Adult Nursing), M.N., University of South Carolina, 1970

Charlene C. Felkel, RN, FNPC, (Adult Nursing), M.N., University of South Carolina, 1978

### Instructors

Sylvia W. Edwards, RN, FNPC, (Maternal-Child), M.S., Ohio State University, 1986

Janice Pearsall, RN, (Pediatric Nursing), M.S.N., University of Alabama Birmingham, 1993

Joyce Pompey, RN, (Adult Nursing), M.S.N., Medical College of Georgia, 1990

Jeanne J. Townes, RN, (Community Health) M.S.N., University of South Carolina, 2000

Iris Walliser, RN, (Adult Nursing), M.S.N., University of Alabama Birmingham, 1973

### Professors Emeriti

Betty B. Gardner, RN, FNPC, (Maternal-Child), M.N., University of South Carolina, 1979

Elizabeth A. Hutchins, RN, (Gerontology), Ph.D., University of Washington, 1978

Mary Ann S. Rogers, RN, (Psychiatric Nursing), Ed.D., University of South Carolina, 1988

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## ADN PROGRAM

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Iris Walliser, Program Coordinator

## Philosophy

### Nursing

The Associate in Science in Technical Nursing Degree Program focuses on a curriculum consistent with the mission of USCA. The ADN Program views nursing as an art and science with a diverse theoretical base. Nursing is a vital component of the health care system. Caring is essential in the practice of nursing and is threaded throughout all aspects of the nursing profession. Through the nursing process, nurses use critical thinking to provide client-centered care. The primary purpose of nursing is to holistically promote health across the lifespan through client teaching, to maintain or restore health, and to promote a peaceful dying process with dignity, compassion, and respect for the uniqueness of each individual.

### Nursing Education

Undergraduate nursing education serves the purpose of preparing students to enter the profession at the beginning level of nursing practice. The nursing curriculum incorporates knowledge of the biological, social, and behavioral sciences. The curriculum utilizes teaching strategies that promote learning in a diverse group of students with various learning styles. While the learning environment is structured, individuality among students is recognized. Multiple methods of communication are used in the teaching/learning process for students and clients.

Nursing education is based on the belief that the practice of nursing is dynamic and complex, assumes diverse nursing roles, and is found in a variety of settings. Nurses are accountable to society and to the profession of nursing to provide quality, cost effective care. The quality of nursing practice is dependent upon participation in professional nursing organizations and professional development through lifelong learning.

\*\*The complete philosophy and conceptual framework is found in the *School of Nursing ADN Faculty Manual* and the *School of Nursing ADN Student Handbook*.

## Admission Requirements

### General Admission

After admission to the University of South Carolina Aiken, students may be admitted to the Associate Degree in Nursing major if they meet the following admission criteria:

1. Have a predicted college grade point average of 2.75 or higher (see the "Undergraduate Admission" section of this bulletin for more details); or
2. Transfer of 15 semester hours or 22.5 quarter hours with a cumulative GPA of 3.0; or
3. Transfer of 30 semester hours or 45 quarter hours with a cumulative GPA of 2.75 (only courses accepted as transfer credit to the University will be used in determining this grade point average).

Students not meeting regular admission requirements to the Associate Degree in Nursing major, but meeting regular University admission requirements, will be admitted to the University and may become ADN majors after meeting the following criteria:

1. successful completion of 15 hours with a 3.0 GPA in USCA courses; or
2. successful completion of 30 hours with a 2.75 GPA in USCA courses.

A suggested course of study is available through the student's nursing advisor. **Students who have not achieved a 2.75 GPA with 45 attempted semester hours at USCA will not be allowed to remain in the nursing program and will be required to change majors.**

### Admission to Clinical Nursing Courses

Students in the Associate Degree in Nursing major may apply for admission to the nursing courses between February 1<sup>st</sup> and May 1<sup>st</sup> to begin the clinical nursing course sequence (AANU 101) in the fall semester, or between September 1<sup>st</sup> and October 1<sup>st</sup> to begin the clinical nursing course sequence (AANU 101) in the spring. Enrollment is limited to 40 students per semester. The following criteria are used for admission to the clinical nursing course sequence through a competitive selection process:

- GPA of 2.75 or higher (special attention given to success in the required sciences).\*
- level of performance on standardized pre-admission examination
- two references
- SAT scores if available.

Admission to the Associate Degree in Nursing major does not guarantee admission to the nursing courses. Meeting of minimum admission criteria does not guarantee admission to the clinical nursing course sequence. Those who are not accepted into the clinical nursing course sequence must submit a new application for the next admit date and must compete with the new admission group.

\*Note: If USC system student, the system GPA must be 2.75 or higher.

### Retention Policy

A minimum grade of C (2.0 GPA) is required in each course in the nursing curriculum. A student may repeat one clinical nursing course. Failure of a second clinical course or failure of the clinical component of 2 courses will result in termination from the nursing program. Appeals for termination are addressed to the Scholastic Standing and Petitions Committee (see Right of Petition on page 29). All students must maintain a minimum 2.0 **system cumulative** GPA on all USCA courses in order to maintain good standing and progress in the nursing program. Grades are reviewed at the end of each semester.

Students not making continuous progress in the clinical nursing courses are not guaranteed readmission to subsequent clinical nursing courses due to space limitations. Readmission is coordinated through the ADN Program Coordinator. Progression into clinical nursing courses subsequent to AANU 101 will be categorized as:

1. USCA continuing students who are progressing successfully through the clinical sequence;
2. USCA continuing students who are out of sequence due to course failures or personal circumstances; and
3. students who desire to transfer into USCA from other nursing programs.

Within each category, students will be ranked according to their cumulative GPA on core ADN program requirements.

Course sequences shall be such that AANU 221 and 202 are taken in the last semester of the student's academic program.

## Transfer Policy

The School of Nursing of USCA abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina. All previous college course work is reviewed by the program coordinators for possible credit towards the degree.

Students desiring to transfer into the A.D.N. program must meet the progression policy for the program. Nursing students must meet residency requirements for the university.

## Health Requirements

Students are required to meet all 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 chicken pox immunity (shown through titer).
4. documentation of vaccination of the following:
  - a) rubella (positive titer acceptable)
  - b) diphtheria
  - c) tetanus
  - d) polio
  - e) hepatitis B

Students are encouraged to carry accident and illness insurance.

## Professional Liability Insurance

Students are required to have professional liability insurance when beginning the clinical nursing courses and maintained throughout the nursing curriculum. Information on this insurance is available through the nursing office.

## CPR Completion

All students enrolled in nursing clinicals are required to maintain current certification in cardiopulmonary resuscitation ("Health Care Provider" or "CPR for the Professional Rescuer").

## Drug Policy

The School of Nursing maintains a drug free environment. Details on the drug policy can be found in the *School of Nursing ADN Student Handbook*.

## South Carolina Student Nurses Association

Faculty of the Associate Degree Program strongly encourage each student to join the South Carolina Student Nurses Association (SNA). The SNA is the professional student organization in which members participate 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 licensure by the South Carolina State Board of Nursing or its counterpart in the jurisdiction where the student will practice 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 lab professor. Arrangements for missed/excused work is at the discretion of the professor.

## American with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing ADN 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 ADN Student Handbook*.

## Ability Statement

Students entering the ADN Program will be required to perform certain skills requiring specific abilities. See the *School of Nursing ADN Student Handbook* for a listing of these abilities.

## Resource Information

Information regarding tuition, fees, and length of program is provided to and available through the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, New York 10006, (212) 363-5555.

## Program of Study

### Associate in Science in Technical Nursing Degree

<b>1. General Education Requirements</b> .....	<b>31</b>
<b>A. Skills and Competencies</b>	
English 101 and 102 <sup>1</sup> - Composition and Composition and Literature .....	6
<b>B. Methods and History of Disciplines</b>	
Natural Sciences .....	16
ABIO 232, Anatomy	
ABIO 242, Physiology	
ABIO 330, Microbiology	
ACHM 101, Introduction to Chemistry	
Social/Behavioral Sciences .....	6
Introductory Psychology	
Developmental Psychology (or Lifespan Development)	

Humanities .....	3
Philosophy (not logic),	
History, Literature, Fine Arts History,	
Religion, Humanities (AHUM acronym),	
Foreign Language 200 and above,	
Communications (last two digits in 50s or 60s)	

<b>2. Major Requirements</b> .....	<b>37</b>
<b>A. AANU 101, 110, 103, 120, 122, 201, 203, 223, 202, 221, 224</b>	

<b>Total Credit Hours ADN Program</b> .....	<b>68</b>
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<sup>1</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

Completion of the Associate in Science in Technical Nursing Degree program qualifies the graduate to enroll in the Baccalaureate in Nursing Completion Program the following semester. Enrollment in the baccalaureate program, beyond the first semester, is contingent upon success on the National Council Licensure Examination for RN's and licensure as a registered nurse.

**A challenge examination** for AANU 101 and AANU 110 is administered by the School of Nursing at specified times each year. Arrangements to take this exam are made through the Coordinator of AANU 101. Only licensed practical nurses (LPN) are allowed to take this exam. The exam may be attempted only once. LPN students eligible for admission to the clinical nursing course sequence are allowed to take this exam. Students wanting to take the challenge exam must meet criteria for progression into Nursing 103 and 122 which includes grade of C or better in ABIO 232 and ACHM 101. Further information regarding the challenge examination is found earlier in this bulletin under "Academic Regulations" on page 37.

## Course Descriptions

### ADN Program (AANU)

<b>AANU 101</b>	<b>Fundamentals of Nursing. (4)</b> (Prereq or coreq: ACHM 101, ABIO 232; coreq: AANU 110) Within the framework of the nursing process, this course introduces students to fundamental concepts needed to provide basic nursing care. Experiences in the clinical setting allow students to develop skills and apply these basic concepts. (3 hours lecture and 3 hours lab/week)
<b>AANU 103</b>	<b>Medical Surgical Nursing I. (5)</b> (Prereq: AANU 101; coreq: AANU 120, 122; prereq: or coreq: ABIO 242) Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing basic alterations of function. Clinical experience provide the opportunity for implementation of these interventions. (3 hours lecture and 6 hours lab/week)
<b>AANU 110</b>	<b>Nursing Skills. (1)</b> (Coreq: AANU 101) This course will introduce the nursing student to the basic skills needed to provide nursing care. These skills will be learned within a structured skills lab setting. (3 hours lab/week)
<b>AANU 120</b>	<b>Therapeutic Nutrition. (1)</b> (Prereq: AANU 101; coreq: AANU 103, 122) Emphasis for this course will be nutritional concepts as they relate to disease and illness. Content will include the role of diet for health promotion.
<b>AANU 122</b>	<b>Psychiatric Nursing. (4)</b> (Prereq: AANU 101; prereq or coreq: AANU 103, 120, ABIO 242) A survey of mental health problems and nursing interventions, including

psychopharmacology. A variety of clinical experiences focus on communication skills as well as relating symptoms to diagnosis and treatment. (2.5 hours lecture and 4.5 hours lab/week)

- AANU 201 Pharmacology. (2)** (Prereq: AANU 103, 122) This course provides the learner with basic knowledge in common pharmacologic interventions.
- AANU 202 Seminar. (1)** (Coreq: AANU 221, 224) Emphasizes current societal trends and issues directly affecting nursing practice.
- AANU 203 Medical Surgical Nursing II. (5)** (Prereq: AANU 103, 120, 122, ABIO 242; coreq: AANU 201, 223) Through the use of the nursing process, students implement individualized plans of care for adult clients experiencing alterations in function in selected body systems. Clinical experience provides the opportunity to apply individualized plans of care. (3 hours lecture and 6 hours lab/week)
- AANU 221 Medical Surgical Nursing III. (5)** (Prereq: AANU 203, 223, 201; prereq or coreq: ABIO 330; coreq: AANU 224, 202) Through the nursing process, students develop individualized plans of care for clients with a focus on multi-system alterations in function. Clinical experience provides the opportunity to function more independently in the delivery of client-centered holistic care. (3 hours lecture and 6 hours lab/week)
- AANU 223 Maternity Nursing. (5)** (Prereq: AANU 103, 120, 122, ABIO 242; coreq: AANU 201, 203) Students use the nursing process to individualize family-centered maternity care, with clinical experience providing the opportunity to apply these principles. (3 hours lecture and 6 hours lab/week)
- AANU 224 Child Health Nursing. (4)** (Prereq: APSY 310, AANU 201, 203, 223; prereq or coreq: ABIO 330; coreq: AANU 202, 221) Students use the nursing process to provide family-centered care to the pediatric client and care-giver. In the clinical setting, students utilize concepts of family-centered care in delivering individualized care. (2.5 hours lecture and 4.5 hours lab/per week)
- AANU 299 Special Topics in Nursing. (1-3)** (Prereq: Consent of instructor) A course on selected special topics in nursing.

Note: Clinical hours for courses in the ADN Program use a ratio of one credit for three hours of laboratory/clinical experience.

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## BSN PROGRAMS

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### BSN Generic BSN Completion

Dr. Patricia Cook, Program Coordinator

The School of Nursing offers the Bachelor of Science in Nursing. This program is approved by the South Carolina State Board of Nursing and is fully accredited by the National League for Nursing Accrediting Commission. 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.

## BSN Generic Program

### 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.

### Admission Requirements

#### General Admission

Admission to the University of South Carolina Aiken is determined by standard admission requirements.

#### Admission to Clinical Nursing Courses

Students in the baccalaureate degree in nursing major may apply for admission no later than October 1 to begin the clinical nursing course sequence in the spring semester. Enrollment is limited. The following criteria are used for admission to the clinical nursing course sequence through a competitive selection process:

- GPA of 2.75 or higher
- 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 courses (contact the School of Nursing office for a list of courses)
- two references

Admission to the baccalaureate degree in nursing major does not guarantee admission to nursing courses. Admission to clinical 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 group.

### 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 major must abide by the following:

1. A grade of 'C' or better is required in all courses applied to the degree.
2. Students may enroll in a course in the major requirements only twice to earn the required C or better. A student may repeat only two courses in the major requirements.
3. A grade of 'C' or better in any prerequisite to other course 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. ANRS 411 is required during the last semester of degree work.

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.

## Transfer Credit

Transfer students must have a cumulative GPA of 2.75 or better. A Transfer Credit Summary will be prepared by the admissions office on receiving the student's official transcript. The School of Nursing BSN Coordinator or designee will evaluate the transcript and designate acceptable general education credits and credits toward the BSN major, as appropriate.

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. The last 30 hours of credit must be earned in residence at the University.
3. The School of Nursing of USCA abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina. All previous college course work is reviewed by the program coordinator for possible credit toward the degree.

## 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 chickenpox immunity (shown through titer).
4. documentation of vaccination of the following:
  - a) rubella (positive titer acceptable)
  - b) diphtheria
  - c) tetanus
  - d) polio
  - e) hepatitis B

Students are encouraged to carry accident and illness insurance.

## Professional Liability Insurance

Students are required to have professional liability insurance when beginning the clinical nursing courses and maintain coverage throughout the nursing curriculum. Information on this insurance is available through the nursing office.

## 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).

## 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*.

## 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 lab professor. An arrangement for missed/excused work is made at the discretion of the professor.

## 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 to 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, fees, and length of program is provided to and available through the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, New York 10006, (212) 363-5555.

## Program of Study

### Bachelor of Science in Nursing

#### Generic Program

<b>1. General Education Requirements</b> .....	<b>55</b>
<b>A. Skills and Competencies<sup>1</sup></b>	
English 101 and 102 <sup>2</sup> - Composition and Composition and Literature .....	6
Statistics and Math or Logic .....	6
Applied Speech Communication <sup>3</sup> .....	3
<b>B. Methods and History of Disciplines<sup>4</sup></b>	
Natural Sciences .....	16
(Anatomy, Physiology, Microbiology, and Chemistry)	
Social/Behavioral Sciences .....	9
(Introductory Psychology, Developmental Psychology, Introductory Sociology)	
Humanities (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Religion, Humanities (AHUM acronym), Foreign Language 200 and above, Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Major Requirements</b> .....	<b>68</b>
<b>A. AANU 120, 201</b>	
<b>ABSN 307, 312, 413, 414</b>	
<b>ANRS 201, 202, 303, 315, 322, 323, 324, 411, 415, 416, 418</b>	
<b>Total hours required<sup>4</sup></b> .....	<b>123</b>

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.

<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.

<sup>4</sup> At least 3 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.

## Course Descriptions

### BSN Generic Program (ANRS)

<b>ANRS 201</b>	<b>Fundamental Skills in Nursing. (3)</b> (Prereq: Admission to the professional program) Theory and practice related to the application of skills in providing nursing care. (1 hour lecture, 6 hours lab/week)
<b>ANRS 202</b>	<b>Theoretical Foundations of Nursing Practice. (3)</b> (Prereq: Admission to the professional program) 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.

<b>ANRS 303</b>	<b>Adult Health Nursing. (9)</b> (Prereq: ANRS 201, ABSN 307, ABSN 312, ANRS 202, AANU 120; coreq: AANU 201) Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing alterations in function. (6 lecture hours/ 9 lab hours)
<b>ANRS 315</b>	<b>Community Health Nursing. (8)</b> (Prereq: ANRS 323, ANRS 324) 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. (6 hours lecture/ 6 hours lab/ per week)
<b>ANRS 322</b>	<b>Psychiatric Nursing. (5)</b> (Prereq: ANRS 201, ABSN 307, ABSN 312, ANRS 202, AANU 120) 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. (3 hours lecture/ 6 hours lab/ per week)
<b>ANRS 323</b>	<b>Maternity Nursing. (5)</b> (Prereq: ANRS 303, AANU 201, ANRS 322) Students use the nursing process to individualize family-centered maternity care, with clinical experience providing the opportunity to apply these principles. (3 hours lecture/ 6 hours lab/ per week)
<b>ANRS 324</b>	<b>Child Health Nursing. (5)</b> (Prereq: ANRS 303, AANU 201, ANRS 322) 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)
<b>ANRS 411</b>	<b>Leadership and Management. (4)</b> (Prereq: ANRS 315, ANRS 415, ABSN 414; coreq: ANRS 416) Leadership and management concepts and principles for professional nursing practice. Emphasis on knowledge and skills that impact effective and manager role activities. This course will provide for the senior project and must be in the student's last semester. (2 hours lecture/ 6 hours lab/ per week)
<b>ANRS 415</b>	<b>Gerontological Nursing. (5)</b> (Prereq: ANRS 324, ANRS 323) Theories of human development and the achievement and/or maintenance of healthy life-styles of elders are explored and applied in a variety of settings. (3 hours lecture/ 6 hours lab/ per week)
<b>ANRS 416</b>	<b>Adult Health Nursing II. (5)</b> (Prereq: ANRS 315, ANRS 415, ABSN 414; coreq: ANRS 411) Through the use of the nursing process, students focus on interventions in the care of adult clients experiencing multi-system alterations in function. (3 hours lecture/ 6 hours lab/ per week)
<b>ANRS 418</b>	<b>Entry into Practice. (1)</b> (Prereq: ANRS 315, ANRS 415, ABSN 414) Synthesis and critical evaluation of issues related to entry into professional nursing practice. Study of nursing theories and processes as they affect practice roles.

## BSN Completion Program

### BSN Completion Major Admissions Requirements

1. admission to USCA;
2. Associate of Science degree in nursing or diploma in nursing;
3. completion of each of the following courses or their equivalent with a grade of C or better:
  - A. Biology (ABIO) 232 (Anatomy), 242 (Physiology), 330 (Microbiology)
  - B. Chemistry (ACHM) 101 (Introduction to Chemistry)
  - C. English (AEGL) 101 (Composition), 102 (Composition and Literature)
  - D. Psychology (APSY) 101 (Introductory Psychology), 310 (Developmental Psychology)
  - E. Sociology 101 (ASCY) (Introductory Sociology)
4. current licensure to practice as a registered nurse in South Carolina;
5. references addressing clinical competency (nursing practice performance) from two recent nursing employers at supervisory level;
6. Cumulative GPA of 2.0 or better

All requirements **must** be met before admission to the BSN major will be granted.

### Transfer Credit

Transfer students must have a cumulative GPA of 2.0 or better. A Transfer Credit Summary will be prepared by the admissions office on receiving the student's official transcript. The School of Nursing BSN Coordinator or designee will evaluate the transcript and designate acceptable general education credits and credits toward the BSN major (pending acceptance into the major), as appropriate.

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. The last 30 hours of credit must be earned in residence at the University.
3. The School of Nursing of USCA abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina. All previous college course work is reviewed by the program coordinators for possible credit towards the degree.

### 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. Registered nurses can write the NLN exam for advanced placement in biology courses. If the student meets the expected testing level, advanced placement will be granted.
3. The BSN program offers challenge exams for selected BSN courses (ABS 307). If the student meets the expected testing level, advanced placement will be granted. A student desiring to write a BSN Challenge Exam must notify the course coordinator at the beginning of the semester prior to the semester the student wishes to write the exam.

### Progression and Retention

Students enrolled in the BSN Nursing major must abide by the following:

1. A grade of C is required in all courses.
2. Students may enroll in a course in the major requirements only twice to earn the required C or better. A student may repeat only two courses in the major requirements.

3. A grade of C or better in any prerequisite 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. ABSN 411 is required during the last semester of degree work.

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.

### 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

1. General Education Requirements .....	55
A. Skills and Competencies <sup>1</sup>	
English 101 and 102 <sup>2</sup> - Composition and Composition and Literature .....	6
Statistics and Math or Logic .....	6
Applied Speech Communication <sup>3</sup> .....	3
B. Methods and History of Disciplines <sup>4</sup>	
Natural Sciences .....	16
(Anatomy, Physiology, Microbiology, and Chemistry)	
Social/Behavioral Sciences .....	9
(Introductory Psychology, Developmental Psychology, Introductory Sociology)	
Humanities (at least two areas) .....	9
Philosophy (not logic),	
History, Literature, Fine Arts History,	
Religion, Humanities (AHUM acronym),	
Foreign Language 200 and above,	
Communications (last two digits in 50s or 60s)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
2. Major Requirements .....	58
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.....	25
B. Baccalaureate Level Courses:	
ABS 307, 308 .....	6
ABS 312, 315 .....	12
ABS 411, 413 .....	6
ABS 414, 415 .....	9
3. Electives .....	7
<b>Total hours required<sup>4</sup> .....</b>	<b>120</b>

<sup>1</sup> For undergraduate writing proficiency, see Proficiency Portfolio in Writing described on page 45.

<sup>2</sup> Students must complete English 101 with a grade of C or better in order to fulfill general education requirements. Students must also complete AEGL 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.

<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, ACOM 342, and ACOM 440.

<sup>4</sup> At least 3 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.

## Student Responsibilities

1. The student is responsible for obtaining the initial required health exam prior to the first clinical course and for completing the annual health questionnaire requirements. Health exams must meet clinical agency requirements including TB screening, documentation of rubella titer (or previous rubella), current tetanus immunization. Health questionnaires and TB screening must be completed on an annual basis following the initial exam.
2. The student is responsible for providing evidence of current liability insurance, current CPR certification and current S.C. licensure to the student's BSN advisor on registration for a clinical course. Clinical participation will not be permitted and the student will be counted as absent until all required evidence is provided.
3. The student is responsible for transportation to and from clinical resources. Urban and rural areas will be sites of experiences, so access to an automobile to permit home care experiences is expected.
4. USCA name tag will be required for clinical experiences.
5. Class attendance policies of the University will be enforced. The student is encouraged to maintain punctual and regular class attendance.
6. Students are expected to attend all clinical experiences with absences only if unavoidable because of sickness or other cause, rendering attendance impossible. Make up time for clinical absences will be left to the discretion of the faculty and availability of clinical facilities.
7. Students are responsible for input into School of Nursing, BSN Program decision-making through the established School of Nursing Committee Structure.

## Course Descriptions

### **BSN Completion Program (ABSN)**

Admission to the BSN program is a prerequisite for all courses unless otherwise specified.

- ABSN 307 Health Assessment. (3)** (Prereq: registered nurse or admission to baccalaureate clinical nursing courses) Introduces the student to a foundation in assessing the physical and psychosocial health status of individuals across the life span; assessment skills and selected screening procedures will be applied in a client simulated lab. (2 hours lecture, 2 hours lab.)
- ABSN 308 Professional Nursing. (3)** The development of nursing as a professional discipline and science and related issues; introduction to nursing theories, processes and practice roles. (required during first semester of BSN course work)
- ABSN 312 Pathophysiological Bases of Clinical Therapeutics. (3)** Uses the critical thinking process to formulate nursing interventions for selected health care problems based on pathophysiological alterations occurring across the life-span.
- ABSN 315 Community Health Nursing. (9)** (Prereq: ABSN 307, prereq or coreq: 312). Concepts of community health nursing are presented 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. Clinical practice in a variety of community settings is required to enhance students' understanding

of community health nursing roles. (6 hours lecture, 6 hours clinical)

- ABSN 399 Independent Study. (1-6)** (Prereq: consent of instructor).
- ABSN 411 Leadership and Management. (3)** (Prereq or Coreq: ABSN 413) Leadership and management concepts and principles for professional nursing practice. Emphasis on knowledge and skills impacting effective leader and manager role activities. The course will provide for the Senior project. Required during last semester. (2 hours lecture, 2 hours lab)
- ABSN 413 Nursing Research. (3)** (Prereq: APSY 225 or AMTH 201, or ABUS 296) This 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.
- ABSN 414 Ethical - Legal Issues in Nursing. (3)** 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 related to ethical dilemmas and safe nursing practice.
- ABSN 415 Gerontological Nursing. (6)** (Prereq or Coreq: ABSN 315) Theories of human development and the achievement and/or maintenance of health life-styles of elders are explored and applied in a variety of settings. An in-depth case study integrating concepts from nursing, physical, and behavioral sciences will be required. (3 hours lecture, 6 hours clinical)

# Graduate Programs

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## GRADUATE DEGREES

Graduate work at USCA 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

Three programs at the master's level are available at USCA. For information on the Master of Education Degree in Elementary Education see below. For information on the Master of Education Degree in Educational Technology see page 142. For information on the Master of Science Degree in Applied Clinical Psychology see page 145.

## GRADUATE OFFICE

The Graduate Office coordinates the offering of graduate courses on campus including USCA's M.Ed. and M.S. programs, Graduate Regional Studies, and other USC Columbia graduate programs.

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## Master of Education Degree in Elementary Education

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Jeffrey M. Priest, Ph.D., School Head  
Audrey Skrupskelis, Ph.D., Program Coordinator

A master's degree in elementary education is designed to provide advanced professional studies in graduate level course work for persons who currently hold teacher certification and who are committed to excellence in elementary education. The degree objectives are designed to enable the student to:

1. evaluate general principles of elementary school curriculum theory and construction.
2. analyze and evaluate alternative patterns of elementary school organization.
3. examine contemporary educational issues and evaluate various alternative solutions.
4. investigate innovative methods of teaching in the elementary school.
5. research and apply theories of human development and diversity.
6. analyze and synthesize within the educational process the relationship between theory and practice.
7. investigate and apply instructional and informational technology.

## Conceptual Framework

The M.Ed. Program prepares dynamic educators who grow, interact and contribute professionally through out their teaching careers. The following address provides information about the Conceptual Framework: The Dynamic Educator as well as program objectives and requirements: [www.usca.sc.edu/education](http://www.usca.sc.edu/education)

### Professors

James F. Kauffman (Education), Ph.D., University of Denver, 1971  
Margaret Riedell (Reading Education), Ph.D., University of South Carolina, 1979  
Thomas J. C. Smyth (Reading, Education), Ph.D., University of South Carolina, 1983, *Endowed Professorship of Instructional Technology*

### Associate Professors

Vincent Feudo (Special Education), Ph.D., University of North Carolina, 1982  
Audrey Skrupskelis (Elementary/Early Childhood Education), Ph.D., University of South Carolina, 1989

### Assistant Professors

Paula Gregg (Curriculum and Instruction), Ph.D., Clemson University, 1998  
Deborah Haskell (Science Education), Ph.D., Clemson University, 2002  
Sally McClellan (Elementary Education), Ph.D., University of South Carolina, 1992  
Vernelle Tyler (Elementary Education), Ph.D., University of South Carolina, 1993

### Research Professor

Gary Senn (Science Education), Ph.D., Florida Institute of Technology, 1992

### Distinguished Chancellor Emeritus and Distinguished Professor Emeritus

Robert E. Alexander (Education), Ed.D., University of South Carolina, 1977

### Professor Emerita

Ruth H. Cordahi (Educational Psychology), Ph.D., University of Oklahoma, 1974

## ADMISSION

### Application

An application cannot be given final consideration until all required credentials have been received. Application deadlines are variable in order to meet the needs of in-service teachers. Please contact the USCA Graduate Office in Room 101-L of the Penland Administration Building for information. Applications should be completed at the earliest possible date.

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. Three 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. Evidence of teacher certification.
5. 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.
6. Written statement of philosophy of education, typed and attached to application form.

Application files are handled by the USCA Graduate Office. Completed files clearly meeting all criteria for admission are forwarded to the Coordinator of the M. Ed. Program for approval. Upon approval, students receive an official letter of acceptance from the Head of the School of Education. Students meet with the Coordinator to complete a program of study as soon as possible after acceptance.

### Admission Requirements

**Admission standards.** For admission to the USC Aiken Graduate Program, graduation from a college or university accredited by a regional accrediting agency is regularly required. The applicants' academic record should indicate that they graduated in their class with a minimum 2.5 grade point average while carrying an undergraduate program demonstrating adequate preparation in the field in which graduate work is to be undertaken. The minimum score on the Miller Analogies Test is 35 and the minimum scores on the Graduate Record Exam are Verbal 400 and Quantitative 400. Admission is determined on the basis of an overall profile of the courses taken, grades achieved, and the applicant's test scores when applicable. Any exceptions for students failing to meet minimum standardized test score requirements shall be referred to the Admissions Committee for review and final decision.

### 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).

If a student is denied admission to the program because of not meeting minimum entrance exam requirements, the student may not petition the School of Education for waiver of requirements until the student has taken the entrance exams a combined total of three times (i.e. taking the M.A.T. twice and GRE once, or GRE twice and M.A.T. once, or either exam three times). There is no guarantee that the student will be admitted to the program through the petition process.

A non-refundable application fee of \$35 is required of all first-time applicants to the USCA graduate program.

**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 USCA. For additional information on the admissions appeal process, please refer to the *USCA 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 USCA Graduate Admissions Office from the evaluation service. (A list of several professional Evaluation Services can be obtained from the USCA Admissions Office or found on the USCA web site at: [www.usca.edu/admissions](http://www.usca.edu/admissions)). Students will not be considered for admission until this evaluation is received.

## 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 of difficulty.

## Graduate Advisement

Every graduate student admitted to a degree program is entitled to an advisor in the School of Education at USCA. 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, the School Head, and the Vice Chancellor for Academic Affairs. 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. A student is classified as a full-time student for academic purposes with nine or more hours during a fall or spring term and three hours during a summer session.

**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 6 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 6 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 Head 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 Head of the School of Education. 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 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 attend all regular class meetings. Unsatisfactory class attendance 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 USCA Graduate Advisory Council, and finally forwarded to the USCA Vice Chancellor for Academic Affairs for approval. See page 29 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 USCA Graduate Advisory Council.

## Applications for Degrees

All candidates for degrees must file a formal application with the USCA Office of the Registrar during the last academic term before graduation. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted. Deadlines are indicated in the Master Schedule of Classes for each term. Diplomas will not be awarded retroactively.

**Both undergraduate and graduate students will find additional USCA regulations and procedures are printed in other sections of the *Bulletin* and the *USCA Student Handbook*.**

## MASTER OF EDUCATION DEGREE REQUIREMENTS

1. Successful completion of an approved program of study providing 36 hours of graduate credit, of which at least 50% must be earned in courses numbered 700 or above (the remainder may be in courses numbered 600-699). A student’s official program of education must be approved not only by the advisor but by the Head of the School of Education and the Vice Chancellor of Academic Affairs.

2. Successful completion of a comprehensive evaluation which includes a synthesis paper, portfolio, and oral defense.
3. Successful completion of AELE 780, Seminar in Elementary Education with a grade of B or better.

### **Policies and Procedures for the Administration of the Comprehensive Evaluation of the M.Ed. Program in Elementary Education**

Each candidate for the M.Ed. degree in Elementary Education will complete a Comprehensive Evaluation which is composed of a written component and an oral defense. The candidate must successfully complete a minimum of 30 hours of course work prior to submission of the written component. Those 30 hours will include course work in research, human growth and development, one curriculum course, and application of technology. The written component will be due April 1st or November 1st.

#### **Written Component**

The written component includes a Synthesis Paper and a Portfolio. The Synthesis Paper is a scholarly statement which demonstrates the ability to summarize and connect what was learned in courses, readings, discussions, and classroom-based experiences. The Portfolio is composed of artifacts which demonstrate that the candidate has attained knowledge specific to each of the seven program objectives. The objectives are designed to enable the student to:

1. evaluate general principles of elementary school curriculum theory and construction.
2. analyze and evaluate alternative patterns of elementary school organization.
3. examine contemporary educational issues and evaluate various alternative solutions.
4. investigate innovative methods of teaching in the elementary school.
5. research and apply theories of human development and diversity.
6. analyze and synthesize within the educational process the relationship between theory and practice.
7. investigate and apply instructional and informational technology.

The written component will be read and evaluated by two members of the graduate faculty who will designate an overall rating of Pass or Fail. If the candidate does not receive a rating of Pass by both of the readers, the written component will be read by a third reader. If the candidate does not receive a rating of Pass from at least two readers, the candidate will have one opportunity to resubmit the written component within one year.

#### **Oral Defense**

The oral defense will be scheduled within the following three weeks after the candidate has successfully passed the written component. The oral defense is conducted by three members of the graduate faculty. The defense begins with a short oral presentation by the candidate followed by questions by the faculty to assess the candidate's ability to defend the written component. All three of the faculty members must designate a rating of Pass on the oral defense in order for the M.Ed. degree to be recommended.

#### **Selection of Faculty**

During the spring term, the Head of the School of Education will designate a team of three graduate faculty to read the written components and conduct the oral defenses that term. Consideration will be given to faculty load as well as the willingness to serve.

### **Program in Elementary Education**

Candidates for the Master of Education Degree in Elementary Education will meet the requirements listed below for a minimum of 36 semester hours.

<b>Foundations of Education .....</b>	<b>21</b>
AEFN 749 The School in Modern Society .....	3
AEPY 705 Theories of Human Growth and Development .....	3
AERM 700 Introduction of Research in Education .....	3
AELE 715 Elementary School Curriculum .....	3
AELE 717 Curriculum Problems in Elementary School .....	3
AELE 780 Seminar in Elementary Education .....	3
AETE 731 Instr. and Inform. Applications of Tech. ....	3
<b>Content Methods (9 credits selected from the following) .....</b>	<b>9</b>
AELE 670 Advanced Study of Language Arts Methods	
AELE 760 Advanced Study of Social Studies Methods	
AELE 615 Advanced Study of Science Methods	
AELE 745 Advanced Study of Mathematics and Problem Solving	
AETE 760 Issues in Writing Instruction K-12	
<b>Related Study/School Services .....</b>	<b>6</b>
Courses in Computer Use, Guidance and Counseling, Educational Administration, Education for Exceptional Children, and other education electives as approved.	
<b>Total hours required .....</b>	<b>36</b>

Students are expected to complete AEPY 705, Theories of Human Growth and Development, and AERM 700, Introduction to Research in Education, during the first 12 hours of graduate coursework.

### **Course Descriptions**

#### **Education (AEDU)**

**AEDU 633 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.

#### **Foundations (AEFN)**

**AEFN 749 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 (AELE)**

**AELE 615 Advanced Study of Science Methods in the Elementary School. (3)** Reinforces the science background of prospective and practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources, and evaluation procedures.

**AELE 670 Advanced Study of Language Arts Methods in the Elementary School. (3)** Content, goals, and methods of teaching language arts in the elementary schools. Emphasis in the teaching of oral and written expression and listening.



- AELE 715**     **The Elementary School Curriculum. (3)** Critical study of the modern elementary school curriculum.
- AELE 717**     **Curriculum Problems in the Elementary School. (3)** (Prereq: AELE 715) A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research and expert opinion.
- AELE 720**     **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.
- AELE 745**     **Advanced Teaching of Mathematics and Problem Solving in the Elementary School. (3)** (Prereq: AMTH 221 or its equivalent) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes on instruction.
- AELE 760**     **Advanced Study of Social Studies Methods in the Elementary School. (3)** The selection of teaching procedures and instructional materials used to teach social studies in the elementary/middle school.
- AELE 780**     **Seminar in Elementary Education. (3)** (Prereq: 27 semester hours of credit earned or 24 hours of credit earned and concurrent enrollment in 3 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.

- AETE 731**     **Instructional and Informational Applications of Technology. (3)** Educational technology focused on instructional and informational applications of computers.
- AETE 755**     **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.
- AETE 760**     **Issues in Writing Instruction K-12. (6)** Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

#### **Educational Psychology (AEPY)**

- AEPY 705**     **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.

#### **Research and Measurement (AERM)**

- AERM 700**     **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.

#### **Instruction and Teaching (AETE)**

- AETE 610**     **Integrated Reading and Writing Instruction. (3)** Theoretical bases and techniques for teaching reading and writing in the elementary school, using multiple subject areas.
- AETE 631**     **Using Computers to Support Instruction. (3)** Applications of selected software in instructional management.
- AETE 671**     **Computers in Science Education. (3)** Use of computer technology in teaching and managing science classes and programs in grades K-12.

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The University of South Carolina  
Aiken and the University of  
South Carolina Columbia  
Master of Education Degree in  
Educational Technology

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Jeffrey M. Priest, Ph.D., School Head  
Thomas J. C. Smyth, Ph.D., Program Coordinator

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 coursework may be completed either on the Aiken or Columbia Campus, and several courses will be offered via distance education for off-campus delivery.

#### School of Education Faculty, USC Aiken

Deborah Haskell, Ph.D., Clemson University, 2002, Assistant Professor  
Jeffrey M. Priest, Ph.D., Southern Illinois University, 1986, School Head and Professor  
Margaret Riedell, Ph.D., University of South Carolina, 1979, Professor  
Gary J. Senn, Ph.D., Florida Institute of Technology, 1992, Research Professor  
Thomas J.C. Smyth, Ph.D., University of South Carolina, 1983, *Westinghouse Endowed Professorship in Instructional Technology*

#### College of Education Faculty, USC Columbia

Mimi Bong, Ph.D., University of Southern California, 1995, Associate Professor, Department of Educational Psychology  
Ed Dickey, Ph.D., University of South Carolina, 1982, Associate Professor, Department of Instruction and Teacher Education  
Kellah Edens, Ph.D., University of South Carolina, 1992, Assistant Professor, Department of Educational Psychology  
Margaret E. Gredler, Ph.D., Florida State University, 1971, Professor, Department of Educational Psychology  
Susan W. Quinn, M.Ed., George Mason University, 1990, Director, Educational Technology Center  
Ji-Yeon Lee, Ph.D., Indiana University, 2002, Assistant Professor, Department of Educational Psychology  
Cheryl A. Wissick, Ph.D., University of Virginia, 1990, Associate Professor, Department of Educational Psychology

## ADMISSION

### Application

Application forms for admission to graduate studies may be obtained from the School of Education Office, Room 210 in the Business and Education Building or the USCA Office of Graduate Studies in Room 101L 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. Admission may be granted at one of two levels:

- a. Full admission status: Applicants with satisfactory scores on the Graduate Record Examination or the Miller Analogies Test, satisfactory references and undergraduate records indicating good academic performance.
- b. 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).

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.

or

- c. Non-degree status: Applicants who are seeking graduate credit for the purpose of recertification or professional development, or who have not made formal application to the degree program. **Only six hours taken as a non-degree student may be used to meet the requirements of a graduate degree program.**

If a student is denied admission to the program because of not meeting minimum entrance exam requirements, the student may not petition the School of Education for waiver of requirements until the student has taken the entrance exams a combined total of three times (i.e. taking the M.A.T. twice and GRE once, or GRE twice and M.A.T. once, or either exam three times). There is no guarantee that the student will be admitted to the program through the petition process.

### Degree Admission Requirements:

Acceptance by the School of Education will be based upon the applicant's total academic profile. Application to the Educational Technology Program can be made after completion of at least the 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 45 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 includes a description of previous technology experience, and positive letters of recommendation from individuals who know the professional characteristics of the applicant. Any exceptions for students failing to meet these standards 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.

**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 Head of School of Education and the 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.

**Program in Educational Technology**

Candidates for the Master of Education Degree in Educational Technology will meet the requirements listed below for a minimum of 36 semester hours.

<b>Foundational Core Courses</b> .....	<b>12</b>
AERM/EDRM 700 Introduction to Research in Education .....	3
AEET/EDET 709 Application of Learning Principles .....	3
AEET/EDET 722 Instructional Design and Assessment .....	3
AETE 731 Instructional and Informational Applications of Technology .....	3
or	
EDTE 731 Integration of Technology and Instruction .....	3
<b>Technology Core Courses</b> .....	<b>15</b>
AEET/EDET 603 Design and Development Tools I .....	3
AEET/EDET 735 Technological Applications for Diverse Populations .....	3
AEET/EDET 746 Management Technology Resources .....	3
AEET/EDET 755 Design and Evaluation of Information Access and Delivery .....	3
AEET/EDTE 780 Seminar in Educational Technology .....	3
<b>Electives</b> .....	<b>9</b>
AEET 650/EDET 650, 651 Internship in Educational Technology .....	1-3
AEET/EDET 652 Design and Evaluation of Games and Simulations .....	3
AEET/EDET 703 Design and Development Tools II .....	3
MGMT 722 Employee and Organizational Development .....	3
AEET/EDTE 793 Advanced Instructional Design and Development .....	3
EDRM 736 Program Evaluation .....	3
<b>Total hours required</b> .....	<b>36</b>

**Course Descriptions**

**Educational Technology (AEET)**

- AEET 603 Design and Development Tools I.[=EDET 603] (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.
- AEET 650 Internship in Educational Technology.[=EDET 650,651] (1-3)** (Prereq: AEET/EDET 603 and AEET/EDET 722). Supervision of field-based experiences in the design, development, evaluation, and implementation of technology-based instructional and training projects.
- AEET 652 Design and Evaluation of Games and Simulations.[=EDET 652] (3)** Application of instructional design criteria to computer and noncomputer interactions. Analyses include requisite cognitive processes, affective outcomes, and ethical standards. Design and formative testing of interactive exercises.
- AEET 703 Design and Development Tools II.[=EDET 703] (3)** (Prereq: EDET 603) 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).
- AEET 709 Applications of Learning Principles.[=EDET 709] (3)**  
An introduction to behavioral and cognitive learning principles applicable to the design of technology-based instruction and performance training.
- AEET 722 Instructional Design and Assessment.[=EDET 722] (3)** (Prereq: EDET 709) Application of instructional design and assessment principles to the development and formative testing of instruction in integrated technology-based contexts.
- AEET 735 Technological Applications for Diverse Populations.[=EDET 735] (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.
- AEET 746 Management of Technology Resources.[=EDET 746] (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.
- AEET 755 Design and Evaluation of Information Access and Delivery.[=EDET 755] (3)** (Prereq: AERM/EDRM 700, AEET/EDET 709, AEET/EDET 722, AETE/EDTE 731) 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.
- AEET 780 Seminar in Educational Technology.[=EDET 780] (3)**  
Explores contemporary trends, problem areas, and issues in educational technology through literature investigations, seminar discussions, and case studies.

**AEET 793    Advanced Instructional Design and Development.[=EDET 793] (3)** (Prereq: EDET 703)  
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 (AERM)**

**AERM 700    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.

**Instruction and Teaching (AETE)**

**AETE 731    Instructional and Informational Applications of Technology (3)** Educational technology focused on instructional and informational applications of computers.

**Managment (MGMT) - USC Columbia**

**MGMT 772    Employee and Organizational Development (3)**  
Examination of methods of employee development and organizational change efforts designed to increase organizational effectiveness with an emphasis on planning, design, management, and evaluation of intervention programs.

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# Master of Science Degree in Applied Clinical Psychology

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Edward J. Callen, Ph.D., Department Chair  
Thomas L. Boyd, Ph.D., Psychology Graduate Program Director

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.

## 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, artificial intelligence, mental retardation, parenting and attachment, stress and alcohol, assessment and treatment of childhood affective disorders, and explorations of the nature of self-esteem.

## Professors

Thomas L. Boyd (Psychology), Ph.D., State University of New York-Binghamton, 1978  
Edward J. Callen (Psychology), Ph.D., Northern Illinois University, 1986  
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

## Assistant Professors

Devin A. Byrd (Psychology), Ph.D., Virginia Polytechnic Institute, 2000  
Maureen H. Carrigan (Psychology), Ph.D., Binghamton University, 1998

## Instructor

Laura A. Negel, (Psychology), M.A., University of Tennessee, 2000;  
Ph.D., University of Tennessee, expected 2002

## Lecturer

John B. Bradley (Psychology), Ph.D., University of South Carolina, 1968

## Professor Emerita

Emilie Towler (Psychology), M.A., University of Rochester, 1948

## 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 USCA Graduate Office in Room 101-L 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 three levels:

- a. Full admission status: Applications with satisfactory scores on the Graduate Record Examination (General and Psychology), 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.

- c. Non-degree status: Applicants who do not intend to seek the USCA M.S. degree or who intend to transfer to another college or university. Students admitted under the non-degree status must attain full admission status if they wish to enroll for more than 12 hours or for applied core or advanced courses.

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 \$35 is required of all first-time applicants to the USCA graduate program.

**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 USCA. For additional information on the admissions appeal process, please refer to the *USCA 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 USCA 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 USCA Graduate Admissions Office from the evaluation service. (A list of several professional Evaluation Services can be obtained from the USCA Admissions Office or found on the USCA web site at: [www.usca.edu/admissions](http://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 [1000 GRE (Verbal and Quantitative), and 450 GRE (Advanced Psychology) 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 45 hours of graduate credit. A student's official program of study must be approved by the Director of the Graduate Clinical Program, Psychology Department Chair, and the Vice Chancellor for Academic Affairs.
2. Practicum/course requirements to include at least 450 clock-hours of applied/clinical experiences.
3. Successful completion of a Master's Thesis.

## 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 Advisement

Every graduate student admitted to a degree program will be advised by the Psychology Graduate Program Director.

Students admitted as "non-degree" or "provisional" students are also advised by the Psychology Graduate Program Director.

## Graduate Program of Study

Every graduate student should file a Program of Study form. Program forms may be obtained from the Psychology Graduate Program Director. Master's degree students should file their program forms **during the first semester of study**.

A Program of Study form is a written agreement signed by the student and the Director of Graduate Studies, the Department Chair, and the Vice Chancellor for Academic Affairs. 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.

## Graduate Student Handbook

**Graduate Handbook.** All graduate students are issued a *USC Aiken Psychology Department Graduate Student Handbook* which provides additional information about the academic program, stipend opportunities, faculty research areas and opportunities, and career planning information.

## Courses

**Admission to courses.** Admission to graduate courses is always subject to departmental consent. Courses numbered 600-799 are restricted to graduate students.

**Prerequisites.** Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The Department Chair or the Graduate Program Director 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 Department Chair or the Graduate Program Director prior to registration.

**Course loads.** A student may enroll for a semester load not to exceed 12 graduate hours. A student is classified as a full-time student for academic purposes with nine or more hours during a fall or spring term and three hours during a summer session.

**Credit by examination.** No graduate credit is offered by examination only.

**Transfer credit.** A maximum of 12 hours of equivalent graduate coursework completed at other accredited institutions with a grade of B or better may transfer to the USCA M.S. Psychology degree. However, thesis and practicum work from institutions other than USCA will not transfer into the program. The department will make final determination of transferability of all coursework.

**Academic standards.** After the completion of nine hours of coursework in the USCA M.S. Psychology program, a minimum grade point average of 3.0 must be maintained to remain in good standing in the degree program. If the grade point average falls below 3.0 in any semester, a probationary period will begin in which the student must raise the grade point average to at least 3.0 within the next 9 credit hours of coursework. Failure to attain a 3.0 in this period will result in the student's termination from the degree program. Students may not enroll in practica or thesis during the probationary period.

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 a 3.0. If the student earns a grade below a C on any course, that course must be repeated in order to earn degree credit (C or better). 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. Students must have a minimum grade point average of 3.0 in order to graduate from the degree program. Grades earned on credits transferred from other universities do not count in the grade point average.

APSY 799 is graded on a pass-fail basis, and is not included in the overall grade point average. Students will receive a 'T' letter grade, signifying satisfactory performance for each semester that they are enrolled in APSY 799. A 'U' letter grade will signify unsatisfactory performance, and will not count toward degree requirements. If, at the completion of 5 hours, the student has still not completed the thesis requirements, that student will be required to maintain enrollment in APSY 799 during subsequent semesters until the thesis requirements are met. Any student who continues to use University facilities or wishes to confer with faculty on this thesis work must be officially enrolled for at least one hour of thesis credit.

**Auditing.** Under certain circumstances, graduate courses may be audited by obtaining prior approval from the Director of the Graduate Program in Applied Clinical Psychology and the Psychology Department Chair. No degree credit may be earned in an audited courses. Applied Core courses may not be audited.

### 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 USCA Graduate Advisory Council, and finally forwarded to the USCA Vice Chancellor for Academic Affairs for approval. See page 29 for information on relief from academic regulations.

### Applications for Degrees

All candidates for degrees must file a formal application with the USCA Office of the Registrar during the last academic term before graduation. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted. Deadlines are indicated in the Master Schedule of Classes for each term. Diplomas will not be awarded retroactively.

**Both undergraduate and graduate students will find additional USCA regulations and procedures are printed in other sections of the Bulletin and the USCA Student Handbook.**

## Program in Applied Clinical Psychology

<b>Core Course Requirements (all required)</b> .....	<b>15</b>
APSY 610 Developmental .....	3
APSY 620 Psychopathology .....	3
APSY 625 Statistics and Research Methods .....	3
APSY 640 Social Psychology .....	3
APSY 650 Learning .....	3
<b>Applied Core Course Requirements (all required)</b> .....	<b>21</b>
APSY 600 Ethical and Professional Issues in the Practice of Psychology .....	3
APSY 680 Assessment I .....	3
APSY 720 Theories and Techniques of Counseling and Psychotherapy .....	3
APSY 725 Group Therapy and Counseling .....	3
APSY 780 Assessment II .....	3
APSY 790 Practicum in Applied Clinical/Counseling Psychology (2 semesters) .....	6
<b>Advanced Topics (must take at least one course)</b> .....	<b>3</b>
APSY 700 Advanced Topics in Applied Psychology .....	3
APSY 760 Topics in Cognitive Science .....	3
APSY 770 Topics in Neuroscience .....	3
<b>Thesis (two semester minimum)</b> .....	<b>6</b>
APSY 798 Thesis Preparation .....	1
APSY 799 Thesis .....	5
<b>Professional Elective (Optional)</b>	
APSY 630 Career and Lifestyle Development .....	3
<b>Total hours required</b> .....	<b>45</b>

## Course Descriptions

### Psychology (APSY)

#### CORE COURSES (all required)

- APSY 610 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.
- APSY 620 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.
- APSY 625 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.

**APSY 640 Social Psychology. (3)** An advanced study of theoretical issues and current research in interpersonal and group factors affecting behavior and cognition. Topics include the dynamics of group identification and the formation of subgroups in American society; social cognition and attitudes associated with behaviors of conformity, prejudice, helping, aggression, and other interaction patterns; and an understanding of societal changes and trends.

**APSY 650 Learning. (3)** An analysis of research and theory in classical and instrumental (operant) conditioning principles.

#### **APPLIED CORE COURSES (all required)**

**APSY 600 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.

**APSY 680 Assessment I. (3)** (Prereqs.: APSY 620 and APSY 625, or consent of instructor). An introduction to the 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. Exposure to various appraisal skills, including structured and unstructured assessment techniques will be included. Formal classroom and applied experiences included.

**APSY 720 Theories and Techniques of Psychotherapy and Counseling. (3)** (Prereq.: APSY 620, or consent of instructor). A study of counseling and psychotherapy theories and techniques, and their applications to the psychological disorders and problems of lifestyle. Theories of consultation, and their application to diverse professional settings will be examined. A focus upon process and outcome measures, and professional/ethical principles associated with client intervention and consultation will be included. Formal classroom and applied experiences are included.

**APSY 725 Group Therapy and Counseling. (3)** (Prereq.: APSY 720). 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.

**APSY 780 Assessment II. (3)** (Prereq.: APSY 680). Assessment and diagnosis, with a primary focus upon the application of appraisal/assessment results to the DSM and the diagnosis of psychopathology, and to the helping/treatment process, including the practice of consultation. Various appraisal skills will be examined, including structured and unstructured assessment techniques. Formal classroom and applied experiences are included.

**APSY 790 Practicum In Clinical/Counseling Psychology. (3)** (Prereq.: APSY 720; Prereq. or Coreq. APSY 780). 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)**

**APSY 700 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 APSY 700, but may not enroll in the same topic twice. Formal classroom and applied experiences will be included.

**APSY 760 Topics In Cognitive Science. (3)** (Prereq.: Consent of instructor). Advanced study of theoretical and applied issues in one or more topics chosen from the areas of human memory, attention, imagery, psycholinguistics, reasoning, problem-solving and artificial intelligence.

**APSY 770 Topics In Neuroscience. (3)** Advanced study of theoretical and applied issues in the neurosciences. Examples of such topics are behavioral pharmacology, pain, neurological disorder and assessment, and brain dysfunction.

#### **THESIS (Two semester minimum required)**

**APSY 798 Thesis Preparation. (1)** (Prereq.: APSY 625 and consent of department). Development and completion of a thesis proposal. Successful completion of the course requires thesis committee approval of the final thesis proposal. (Pass/Fail only)

**APSY 799 Thesis. (1-5)** (Prereq.: APSY 798 and consent of department). Independent research and thesis defense. Students may repeat this course for a maximum of 5 credit hours toward the degree requirement.

#### **PROFESSIONAL ELECTIVES**

**APSY 630 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.

Note: Students will gain applied/clinical experiences through practicum courses and specific applied-core courses. Practicum/course requirements will include at least 450 clock-hours of applied/clinical experiences. 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

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**Adams, Eleanor**

Lecturer, Education  
M.A.T., Winthrop Univ., 1968

**Allen, Gloria**

Instructor, Secondary Education  
Director, CSRA Hub  
Ruth Patrick Science Education Center  
M.Ed., Univ. of South Carolina, 1982

**Andrews, R. L.**

Instructor, Spanish  
M.A., Univ. of Kentucky, 1990

**Armstrong, Carol**

Lecturer, Secondary Education  
M.Ed., Univ. of South Carolina, 1975

**Baril, Marolyn L.**

Senior Instructor, Adult Nursing  
M.N., Univ. of South Carolina, 1970

**Barkley, Nancy**

Lecturer, Speech Communication  
Ph.D., Wayne State Univ., 1971

**Bates, Martha**

Lecturer, Educational Administration  
M.Ed., Univ. of South Carolina, 1993

**Baxter, Joseph**

Lecturer, Health, Physical Education  
M.S., Austin Peay State Univ., 1980

**Beasley, Janelle**

Lecturer, School Psychology  
Ed.S., The Citadel, 1998

**Beattie-Scott, S. Jane C.**

Instructor, Mathematics  
M.M., Univ. of South Carolina, 1983

**Benjamin, Jack**

Associate Professor, Theatre  
M.S., East Texas State Univ., 1979  
*Thomas F. Maurice Chair in Fine Arts*

**Bennett, Heather**

Assistant Professor, Biology  
Ph.D., Univ. of Rhode Island, 2000

**Benton, Elizabeth**

Lecturer, Curriculum & Instruction  
Ed.D., Univ. of South Carolina, 1994

**Beyer, Albin**

Professor, Art  
M.F.A., Univ. of Arizona, 1980  
*Mary D. Toole Chair in Art*

**Blount, J. Donald**

Professor, English  
Ph.D., Univ. of South Carolina, 1973

**Botsch, Carol**

Associate Professor, Political Science  
Ph.D., Univ. of South Carolina, 1988

**Botsch, Robert E.**

Professor, Political Science  
Ph.D., U.N.C. – Chapel Hill, 1977

**Boyd, Thomas L.**

Professor, Psychology  
Director, Graduate Program in Applied  
Clinical Psychology  
Ph.D., Binghamton University, 1978

**Bradley, John B.**

Lecturer, Psychology  
Graduate Clinical Supervisor  
Ph.D., Univ. of South Carolina, 1968

**Brockington, Jr., William S.**

Professor, History  
Ph.D., Univ. of South Carolina, 1975

**Brooks, Katherine**

Lecturer, Music - Percussion  
M.A., Furman Univ., 1982

**Buckland, James**

Lecturer, Music - Guitar  
D.M.A., Univ. of South Carolina, 1998

**Burns, Corey**

Lecturer, Dance  
B.S., Univ. of South Carolina Aiken, 1996

**Byrd, Devin**

Assistant Professor, Psychology  
Ph.D., Virginia Polytechnic Institute, 2000

**Callen, Edward J.**

Professor, Psychology  
Ph.D., Northern Illinois Univ., 1986

**Calmes, Genevieve**

Lecturer, Art - Ceramics  
B.A., Art Studio, Univ. of South Carolina, 1992

**Carrigan, Maureen H.**

Assistant Professor, Psychology  
Ph.D., Binghamton Univ., 1998

**Chang, Yanrong**

Assistant Professor, Communications  
Ph.D., Univ. of Iowa, 2002

**Chen, Tieling**

Assistant Professor, Mathematics and Computer  
Science  
Ph.D., Univ. of Western Ontario, 2001

**Chubon, Sandra J.**

Associate Professor, Community Health Nursing  
Ph.D., Univ. of South Carolina, 1986

**Claxon, William**

Associate Professor, English  
Ph.D., Indiana Univ., 1984

**Clark, William**

Lecturer, Music - Trumpet  
Director of University Bands  
M.A., Marshall Univ., 1959

**Collins, Vicki J.**

Lecturer, Academic Support  
M.A., Col. of Mount St. Joseph, 1988

**Cook, Patricia R.**

Associate Professor, Adult Nursing  
Ph.D., Univ. of South Carolina, 1995  
*Lone Wells Hanly/NationsBank Chair in Nursing*

**Cook, Richard W.**

Lecturer, Business Administration  
M.B.A., Univ. of South Carolina, 1960

**Corliss, Lynn**

Lecturer, Science Education  
M.Ed., Univ. of Georgia, 1993

**Courtney, Kenneth**

Lecturer, Music - Organ/Piano  
M.M., Univ. of SW Louisiana, 1984

**Cremer, Thomas**

Lecturer, Music - Trombone/Euphonium  
M.M., Univ. of Kentucky, 1989

**Cullen, Janice**

Associate Professor, Adult Nursing  
Ed.D., Univ. of South Carolina, 1994

**Cumbest, Randolph**

Lecturer, Biology  
Ph.D., Virginia Polytechnic Institute, 1988

**Cunningham, Frank**

Lecturer, Exercise and Sports Science  
B.S., West Virginia Univ., 1975

**Davidson, Phebe E.**

Professor, English  
Ph.D., Rutgers Univ., 1991  
*Carolina Trustees Professor for 2001-2002*  
*G.L. Toole Chair in English*

**Dennis, Allen, J.**

Professor, Geology and  
Fall 2002 Harold Orville Whitnall  
Professor of Geology Chair  
at Colgate Univ.  
Ph.D., Univ. of South Carolina, 1989

**DeWitt, Christopher**

Associate Professor, Exercise Science  
Ph.D., Oakland Univ., 1995

**Dobbs, JoAnnice**

Lecturer, Music Education  
Ed.D., Univ. of Georgia, 1989

**Dorsey, Maggie T.**

Assistant Professor, Adult Nursing  
M.S.N., Medical College of Georgia, 1981

**Dudley, Ann**

Senior Instructor, Reading Education  
M.Ed., Univ. of South Carolina, 1975

**Dyer, Andrew R.**

Assistant Professor, Biology  
Ph.D., Univ. of California Davis, 1996

**Edwards, Sylvia W.**

Instructor, Maternal-Child Nursing  
M.S., Ohio State Univ., 1986

**Eisenman, Gordon**

Lecturer, Early Childhood Education  
Ed.D., Univ. of Georgia, 1995

**Elliott, John**

Associate Professor, Art History  
Ph.D., Florida State Univ., 1986

**Erndl, Kristen**

Lecturer, Exercise Science  
B.A., Univ. of Maryland, 1998

**Fadimba, Koffi B.**

Assistant Professor, Mathematics  
Ph.D., Univ. of South Carolina, 1993

**Farmer, James O.**

Associate Professor, History  
Ph.D., Univ. of South Carolina, 1982  
*June Rainsford Henderson Chair in Southern History*

- Farr-Weinstein, Phyllis R.**  
Assistant Professor, Adult Nursing  
M.S.N., Medical College of Georgia, 1984
- Felkel, Charlene C.**  
Senior Instructor, Adult Nursing  
M.N., Univ. of South Carolina, 1978
- Fetterolf, Monty L.**  
Associate Professor, Chemistry  
Ph.D., U.C. – Santa Barbara, 1987
- Feudo, Vincent**  
Associate Professor, Special Education  
Ph.D., U.N.C. - Chapel Hill, 1982
- Field, Sandra**  
Assistant Professor, Music-Voice  
Ed.D., Columbia Univ., 1997
- Fornes, Karl F.**  
Instructor, English  
Director, Writing Room  
M.A., Univ. of Dayton, 1992
- Foss, William**  
Lecturer, Music - Flute, Clarinet, Saxophone  
M.M., Western Carolina Univ., 1975
- Fowler, Michael**  
Assistant Professor, Graphic Design  
Ed.D., Univ. of Memphis, 1996
- Gardner, Betty**  
Professor Emerita, Nursing  
M.N., Univ. of South Carolina, 1979
- Gardner, Stephen L.**  
Professor, English  
Ph.D., Oklahoma State Univ., 1979
- Garren, Betty**  
Lecturer, Early Childhood Education  
Ph.D., Univ. of South Carolina, 1997
- Gazda, Julie**  
Lecturer, Educational Leadership  
M.Ed., Univ. of South Carolina, 1994
- George, Samuel B.**  
Lecturer, Philosophy  
D. Min., Drew Univ., 1995
- Glenn, Susan**  
Lecturer, Chemistry  
Ph.D., Univ. of South Carolina, 2000
- Goforth, Thomas**  
Lecturer, Educational Administration  
M.Ed., Univ. of South Carolina, 1972
- Goldsmith, Jack G.**  
Associate Professor, Chemistry  
Ph.D., U.N.C. – Chapel Hill, 1994
- Gooding, Sandra**  
Lecturer, Educational Administration  
M.Ed., Univ. of South Carolina, 1994
- Gramling, Lou**  
Associate Professor, Psychiatric Nursing  
Ph.D., Medical College of Georgia, 1991
- Gregg, Paula**  
Assistant Professor, Curriculum and Instruction  
Ph.D., Clemson Univ., 1998
- Groves, Trudy G.**  
Professor, Gerontological Nursing  
Ed.D., Univ. of Georgia, 1985
- Guy, Holly**  
Lecturer, Exercise Science  
Wellness Facility Manager  
B.S., Univ. of South Carolina Aiken, 1996
- Hanlin, Hugh G.**  
Professor, Biology  
Ph.D., Oregon State Univ., 1980
- Harm, O. Joseph**  
Professor, Psychology  
Ph.D., Vanderbilt Univ., 1975
- Harper, Linda Lee**  
Instructor, English  
M.F.A., Univ. of Pittsburgh, 1985
- Harrison, David**  
Associate Professor, Accounting  
Ph.D., Virginia Polytechnic Institute and State Univ., 1998
- Haskell, Deborah**  
Assistant Professor, Science Education  
Ph.D., Clemson Univ., 2002
- Heiens, III, Richard A.**  
Assistant Professor, Marketing  
Ph.D., Florida State Univ., 1993
- Helsley, Alexia J.**  
Lecturer, History  
M.A., Univ. of South Carolina, 1974
- Henson, Trudy K.**  
Professor, Sociology  
Ph.D., Bowling Green State Univ., 1978
- Hidalgo, Narciso J.**  
Assistant Professor, Spanish  
Ph.D., Indiana Univ., 1999  
*Postdoctoral Mellon Fellowship at Oberlin College, 2002-2004*
- Hiers, Sally**  
Lecturer, Elementary Education  
M.Ed., Univ. of South Carolina, 1979
- Hobbs, Thomas C.**  
Assistant Professor, Library Science  
M.L.S., Univ. of Kentucky, 1972
- House, William J.**  
Professor, Joint Appointment,  
Psychology/Music  
Ph.D., Univ. of South Carolina, 1974  
B.M., North Texas State Univ., 1968
- Imm, Donald W.**  
Lecturer, Biology  
Ph.D., Univ. of Georgia, 1990
- Ireland, Clyde L.**  
Lecturer, Religion  
M.Div., Virginia Theological Sem., 1954
- Jackson, Jr., William H.**  
Assistant Professor, Immunology  
Ph.D., Medical College of Georgia, 1995
- Jaspers, David G.**  
Director, Mathematics Learning Center  
Senior Instructor, Mathematics  
M.S., Univ. of South Carolina, 1984
- Johnson, Barbara E.**  
Professor, Sociology  
Ph.D., Ohio State Univ., 1985
- Johnson, Gwen**  
Director, Ruth Patrick Science Education Center  
Instructor, Secondary Education  
M.A., Univ. of South Carolina, 1983
- Johnston, Linda**  
Associate Professor, Adult Nursing  
Ph.D., Medical College of Georgia, 1993
- Jones, Morris**  
Lecturer, Chemistry  
M.S., Univ. of South Carolina, 1999
- Jordan, Gail**  
Lecturer, Educational Leadership  
Ed.D., Nova Southeastern Univ., 1996
- Kapranidis, Stelios**  
Assoc. Prof., Math/Comp. Sci./Physics  
Ph.D., Univ. of Washington, 1981
- Kauffman, James F.**  
Professor, Education  
Ph.D., Univ. of Denver, 1971
- Key, Janie H.**  
Associate Professor, Math./Comp. Sci.  
M.S., Univ. of South Carolina, 1985  
M.S., Vanderbilt Univ., 1971
- King, Stephen C.**  
Associate Professor, Mathematics  
Ph.D., Yale Univ., 1978
- Koo, Reginald**  
Associate Professor, Mathematics  
Ph.D., Univ. of South Carolina, 1985
- Kuck, Douglas**  
Associate Professor, Sociology/Crim. Justice  
Ph.D., Bowling Green State Univ., 1993
- Lacy, Elaine**  
Associate Professor, History  
Ph.D., Arizona State Univ., 1991
- Law, Ilona I.**  
Senior Instructor, English  
M.A., New York Univ., 1974
- Leach, Robert T.**  
Assistant Professor, Finance  
Ph.D., Kent State Univ., 1997
- Levine, Stanley F.**  
Associate Professor, French/Latin/Yiddish  
Ph.D., Stanford Univ., 1984
- Lewellyn, Patsy A.**  
Professor, Accounting/MIS  
C.P.A., D.B.A., LA Tech. Univ., 1987  
*John M. Olin/  
Palmetto Professorship in Entrepreneurial Development*
- Lewis, Paul H.**  
Visiting Asst. Professor, Library Sci.  
M.P.A., Univ. of South Carolina, 1986
- Li, Rao**  
Assistant Professor, Computer Science  
Ph.D., Univ. of Memphis, 1999
- Lintner, Tim**  
Lecturer, Social Sciences and Comparative Education  
Ph.D., Univ. of California, 1998
- Lisk, John**  
Associate Professor, Health & Phys. Education  
Ph.D., Texas A. & M. Univ., 1980
- Little, Jennifer**  
Assistant Professor, Library Science  
M.L.S., S.U.N.Y. - Albany, 1994
- Long, William**  
Lecturer, Educational Administration  
M.Ed., Univ. of South Carolina, 1970

- Longley, Paul C.**  
Assistant Professor, Design and  
Technical Director  
M.F.A., Univ. of Arkansas, 2000
- Lorch, Sue**  
Professor, English  
Ph.D., Univ. of Louisville, 1976
- Losey, Mary**  
Lecturer, Music - Piano  
M.A., Univ. of Michigan, 1978
- Lumans, Valdis O.**  
Professor, History  
Ph.D., U.N.C. – Chapel Hill, 1979
- Lybrand, Jane C.**  
Instructor, Mathematics  
M.Ed., Univ. of South Carolina, 1970
- Mack, S. Thomas**  
Professor, English  
Ph.D., Lehigh Univ., 1976
- Maltz, Richard**  
Assistant Professor, Music - Composition/  
Theory  
D.M.A., Univ. of South Carolina, 1991  
*Pauline F. O'Connell Chair in Fine Arts*
- Manyin, Ronald**  
Lecturer, Education  
M.S., City College, 1965
- Marsh, William H.**  
Professor, Finance  
Ph.D., Univ. of South Carolina, 1978
- Martin, Deidre M.**  
Teaching Associate, Communications  
Ed.D., Univ. of South Carolina, 1995
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