



# 2006-2007 Academic Calendar

## Undergraduate Calendar

### FALL SEMESTER, 2006

<i>Tuesday-Thursday, July 18-20</i>	New Student Orientation #1
<i>Sunday-Tuesday, August 20-22</i>	New Student Orientation #2
<i>Tuesday-Wednesday, August 22-23</i>	Registration
<i>Thursday, August 24</i>	Classes begin
<i>Wednesday, August 30</i>	Last day to withdraw or drop without receiving a "W"
	Last day to invoke/revoke audit option
<i>Friday, September 1</i>	Last day to apply for December graduation
	Last day to submit Rising Junior Proficiency Portfolio in Writing
<i>Monday, September 4</i>	Labor Day Holiday--the University will be closed
<i>Wednesday, October 11</i>	Grad Finale
<i>Thursday, October 12</i>	Midpoint in the Semester
<i>Wednesday, October 18</i>	Last day to withdraw or drop without receiving a "WF"
	Last day to elect/revoke the pass/fail option
<i>Thursday-Friday, October 19-20</i>	Fall Break--no classes held
<i>Wednesday-Friday, November 22-24</i>	Thanksgiving break--no classes held
<i>Friday, December 8</i>	Classes end
<i>Saturday-Sunday, December 9-10</i>	Reading days
<i>Monday-Friday, December 11-15</i>	Final exams
<i>Thursday, December 14</i>	December Convocation

### SPRING SEMESTER, 2007

<i>Thursday, January 11</i>	New Student Orientation
<i>Friday, January 12</i>	Registration
<i>Monday, January 15</i>	Martin Luther King, Jr. Holiday--the University will be closed
<i>Tuesday, January 16</i>	Classes begin
<i>Monday, January 22</i>	Last day to withdraw or drop without receiving a "W"
	Last day to invoke/revoke audit option
<i>Friday, January 26</i>	Last day to apply for May graduation
	Last day to submit Rising Junior Proficiency Portfolio in Writing
<i>Monday, March 5</i>	Midpoint in the Semester
<i>Wednesday, March 7</i>	Grad Finale
<i>Friday, March 9</i>	Last day to withdraw or drop without receiving a "WF"
	Last day to elect/revoke the pass/fail option
<i>Monday-Friday, March 12-16</i>	Spring Break--no classes held
<i>Thursday, April 12</i>	Annual Academic Convocation
<i>Monday, April 30</i>	Classes end
<i>Tuesday-Wednesday, May 1-2</i>	Reading days
<i>Thursday-Wednesday, May 3-9</i>	Final exams
<i>Thursday, May 10</i>	Commencement Exercises

### MAYMESTER, 2007

<i>Monday, May 14</i>	Classes begin
<i>Monday, May 28</i>	Memorial Day - Classes will be held
<i>Tuesday, May 29</i>	Classes end
<i>Wednesday, May 30</i>	Final exams

### SUMMER SESSION I, 2007

(TENTATIVE)

<i>Thursday, May 31</i>	Registration
<i>Monday, June 4</i>	Classes begin
<i>Friday, June 8</i>	Last day to apply for August graduation
<i>Tuesday, July 3</i>	Classes end
<i>Wednesday, July 4</i>	Independence Day Holiday--the University will be closed
<i>Thursday-Friday, July 5-6</i>	Final exams

### SUMMER SESSION II, 2007

(TENTATIVE)

<i>Thursday, July 5</i>	Registration
<i>Monday, July 9</i>	Classes begin
<i>Tuesday, August 7</i>	Classes end
<i>Wednesday-Thursday, August 8-9</i>	Final exams
<i>Saturday, August 11</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, 2006

<i>Thursday, August 24</i>	Classes begin
<i>Friday, September 1</i>	Last day to apply for December graduation
<i>Monday, September 4</i>	Holiday -- Labor Day -- the University will be closed
<i>Thursday-Friday, October 19-20</i>	Fall Break -- no classes held
<i>Wednesday-Friday, November 22-24</i>	Thanksgiving Break--no classes held
<i>Friday, December 8</i>	Classes end
<i>Monday-Friday, December 11-15</i>	Final Exams
<i>Thursday, December 14</i>	December Convocation

### SPRING SEMESTER, 2007

<i>Monday, January 15</i>	Holiday--Martin Luther King, Jr.--the University will be closed
<i>Tuesday, January 16</i>	Classes begin
<i>Friday, January 26</i>	Last day to apply for May graduation
<i>Monday-Friday, March 12-16</i>	Spring Break--no classes held
<i>Thursday, April 12</i>	Annual Academic Convocation
<i>Monday, April 30</i>	Classes end
<i>Thursday-Wednesday, May 3-9</i>	Final Exams
<i>Thursday, May 10</i>	Commencement Exercises

### SUMMER, 2007

For Summer 2007 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 Executive 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

**F**ounded in 1961, the University of South Carolina Aiken (USCA) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities and service. In this stimulating academic community, USCA challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The university offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USCA also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USCA provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The university values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USCA actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

USCA endeavors to apply knowledge, skills and wisdom in ways that promote the common good. Accordingly, the university seeks to build strong community ties. The institution enriches the quality of life not only on campus but also throughout the surrounding region through a variety of activities including the fine and performing arts, athletics, continuing education, distance learning, and community service. In fulfilling its role as an institution of higher learning, the University of South Carolina Aiken is a community of individuals engaged in broadly based educational experiences necessary for an enlightened society.

## VISION STATEMENT

USC Aiken's vision for the future flows from its institutional mission, its statement of core values, and its strategic goals and objectives.

The University of South Carolina Aiken aspires to be among the top comprehensive liberal arts institutions in South Carolina and the Southeast. As we enter the twenty-first century, USC Aiken will:

- Emphasize excellence in teaching and collaborative learning experiences, stressing the connections between the liberal arts and professionally based courses
- Encourage and support high quality scholarly and creative endeavors

- Emphasize collegiality, civility, cooperation and collaboration within a nurturing campus community where there is mutual support to grow and excel
- Honor human diversity and respect differences
- Encourage integrity, honesty, and accountability, and foster responsible citizenship and working for the common good
- Sustain a strong academic support system for all students and offer quality curricular and co-curricular programs that prepare students to be citizen leaders and effective participants and contributors in a dynamic global society
- Maintain a moderately-sized campus where students can expect an optimal faculty-student ratio and individual attention
- Maintain a campus environment that supports creativity and productivity
- Inspire all members of the campus community to participate in supporting the institutional mission
- Demonstrate commitment to the effective and efficient use of resources and the wise use of technology
- Continue to foster and protect strong community ties and to enrich the lives of all community members

## VALUES STATEMENT

USCA embraces the following values:

### 1. A High Quality Learning Environment.

- We seek to impart a broad range of skills, knowledge, and wisdom
- We aim to maximize each student's potential
- We expect and value high quality teaching and individualized attention from faculty and staff
- We expect and value high quality scholarship and creative endeavors by faculty
- We encourage
  - > Critical thinking
  - > Independent learning
  - > An understanding of the connections between the liberal arts and discipline-specific courses
  - > Curiosity and a love of continual learning

### 2. Collegiality

- We aspire to be a nurturing community where people support one another in their efforts to learn and excel
- We encourage cooperation, collaboration and collegiality

### 3. Character

- We expect integrity, honesty and taking responsibility for our actions
- We embrace diversity and encourage respectfulness
- We encourage initiative, effort, and pride in hard work and accomplishments

#### 4. Citizenship

- We strive to foster in students an understanding of the rights and responsibilities associated with membership in a community
- We seek to develop responsible citizenship and working for the common good
- We advocate involvement and partnerships with our external constituents to promote meaningful engagement and applied learning

## 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 the fall of 2003, the Roberto Hernandez Baseball Stadium and Field were dedicated. Construction on a new student housing facility, Pacer Commons, is scheduled for completion in the summer of 2004.

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. In 2002, USCA began offering a third master's degree, the Master of Education in Educational Technology. 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 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 2004, the National League of Nursing (NLNAC) (61 Broadway - 33rd Floor, New York, New York, 10006; Telephone number: 800-669-1656, ext. 153; Fax number: 212-812-0390; e-mail address: [www.nlnac.org](http://www.nlnac.org)) reaffirmed accreditation for the School of Nursing programs at the baccalaureate level for ten full years.

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 3,300 students, 164 full-time faculty, and 184 full-time staff members. USCA awards baccalaureate degrees in more than 30 major areas of study and master's degrees in three areas. 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 baccalaureate and master's degrees. In addition to this comprehensive accreditation, several programs 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 (61 Broadway - 33rd Floor, New York, New York, 10006; Telephone number: 800-669-1656, ext. 153; Fax number: 212-812-0390; e-mail address: www.nlnac.org).

The Master of Science Degree in Clinical Psychology is accredited by the Masters in Psychology Accreditation Council (MPAC).

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**

Separately accredited by the Southern Association of Colleges and Schools, Aiken, Beaufort, 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 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 newly renovated 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.

### **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 Summer I and Summer II, assistance is available 8:00 AM - 9:00 PM Monday through Thursday, 8:00 AM - 12:00 PM on Fridays and 1:00 PM - 6:00 PM on Sundays. During



the Fall and Spring semesters, students have access to these facilities and most computing resources 24 hours-a-day, seven days-a-week.

The majority of academic computing is supported in the Windows (XP, 2000) and Macintosh (System 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).

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 2003 servers providing the campus community with electronic mail, network printing, file sharing, www services, and network applications. A wireless (802.11b) network is also available for student use within all academic buildings.

## **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 the Aiken community. Additionally, the Wellness Center supports student training and education through its hiring and provision of clinical experiences.

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 lap swimming, water aerobics, scuba training, swim lessons, recreational activities, and competitive aquatic programs. Locker room facilities are available.

## **The Etherredge Center**

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

In partnership with the University and greater Aiken Communities 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. We offer programming designed to educate and encourage students to develop an appreciation for the visual and performing arts. We also offer programs to fulfill the cultural entertainment needs of these communities.

The building dedicated to the generosity of Cecil and Virginia Etherredge, houses two theatres, a 687 seat proscenium theatre, and the O'Connell, a 110 seat thrust theatre, an art gallery, as well as classrooms and offices for the academic department of the Visual and Performing Arts. University programs presented in the facility include: the USCA Cultural Series, The University Concert Choir, Masterworks Chorale, the Faculty Artist Recitals, USCA/Aiken Community Band performances. It is also home to the University Theatre and Playground Playhouse.

## **Ruth Patrick Science Education Center**

The Ruth Patrick Science Education Center (RPSEC) is a cooperative effort between the University of South Carolina Aiken, business, industry, the South Carolina Department of Education, and schools in the Central Savannah River Area of South Carolina and Georgia. The RPSEC challenges the present and inspires the future to effect

systemic change in science, mathematics, technology, and environmental education. Its hands-on approach to teaching endeavors to help people experience the beauty, the order, and the power of science and mathematics, as well as the interest and fun of discovery.

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

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

## **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 nationally accredited. The Center is open twelve months a year. Full-time care is available for children ages six weeks through five years. The Children's Center not only provides quality child care but also serves as a training and research site for the USCA School of Education's Early Childhood Education degree program.

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## UNIVERSITY OFFICIALS AND PERSONNEL

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Darla D. Moore, Gubernatorial Appointee  
Michael J. Mungo, 11<sup>th</sup> Judicial Circuit  
M. Wayne Staton, 15<sup>th</sup> Judicial Circuit  
Inez M. Tenenbaum, State Superintendent of Education, *Ex Officio*  
John C. von Lehe, Jr., 9<sup>th</sup> Judicial Circuit  
Eugene P. Warr, Jr., 4<sup>th</sup> Judicial Circuit  
Othniel H. Wienges, Jr., 1<sup>st</sup> Judicial Circuit  
Thomas L. Stepp, *Secretary*

### President of the University

Andrew A. Sorensen, Ph.D.

### Aiken County Commission for Higher Education

Timothy W. Simmons, *Chairman*  
Ernest R. Allen, *Vice Chairman*  
Eugene S. Sawyer, *Secretary/Treasurer*  
Teresa H. Haas  
Barbara A. Hendrich  
Clarence G. Jackson  
Rebecca T. Robbins  
Gasper L. Toole, III  
James D. West  
Joe W. DeVore, *Ex Officio*  
Linda B. Eldridge, *Ex Officio*  
Thomas L. Hallman, *Ex Officio*  
Suzanne Ozment, *Ex Officio*

### Senior Administration

Thomas L. Hallman, Chancellor, Ph.D., University of South Carolina, 1993  
Suzanne Ozment, Executive Vice Chancellor for Academic Affairs, Ph.D., University of North Carolina at Greensboro, 1982  
Randy R. Duckett, Vice Chancellor for Enrollment Services, M.Ed., University of South Carolina, 1984  
Virginia Hudock, Vice Chancellor for Business and Finance, M.B.A., University of North Carolina at Greensboro, 1983  
Deborah J. Klavivko, Vice Chancellor for Student Life and Services, Ph.D., Ohio University, 1991  
Michael W. Lemons, Vice Chancellor for Information Technology, M.S., Florida Institute of Technology, 1979  
Deidre M. Martin, Vice Chancellor for University Advancement, Ed.D., University of South Carolina, 1995  
Anthony Joseph Ateca, Assistant Chancellor for Facilities Management, M.B.A., Lawrence Technological University, 2001

### Academic Affairs

L. Julia Ball, Associate Professor and Dean of the School of Nursing, R.N., Ph.D., University of South Carolina and Medical University of South Carolina, 1997  
J. Ralph Byington, Professor and Dean of the School of Business Administration, Ph.D., University of Arkansas, 1985  
Edward J. Callen, Professor, Chair of Psychology Department, Coordinator for College of Sciences, Ph.D., Northern Illinois University, 1986  
Stephanie Foote, Director of Academic Success Center and the First-Year Experience, M.Ed., University of South Carolina, 1999  
Braden J. Hosch, Director of Institutional Effectiveness, Ph.D., University of Wisconsin-Madison, 2003  
Sally L. McClellan, Executive Director of the Children's Center, Ph.D., University of South Carolina, 1992  
S. Thomas Mack, Professor, Coordinator for Council of the College of Humanities and Social Sciences, Ph.D., Lehigh University, 1976  
Maggi M. Morehouse, Assistant Professor and Director of the Honors Program, Ph.D., University of California-Berkeley, 2001  
William A. Pirkle, Professor and Director of Sponsored Research, Ph.D., University of North Carolina at Chapel Hill, 1972  
Jeffrey M. Priest, Professor and Dean of the School of Education, Ph.D., Southern Illinois University, 1986  
Gary J. Senn, Interim Director, Ruth Patrick Science Education Center, Ph.D., Florida Institute of Technology, 1992  
Catherine "Katya" Slepova-Terry, Director of International Programs, M.S., Clemson University, 1994  
Kimberly Wood Woerber, Associate Professor and Director of Wellness Program, Ph.D., University of Southern California, 1982

### Administrative Support

Gwendolyn Ashley, Director of Finance, B.S., Northeastern University, 1981  
Mary Anne Cavanaugh, Director of Conferences and Continuing Education  
Maria C. Chandler, Human Resources Director, A.A. Officer, M.Ed., University of South Carolina, 2002  
Heidi DiFranco, Director of the Bookstore, B.B.A., Brenau University, 2006  
Leonard E. Engel, Environmental Health and Safety Manager, Registered Environmental Manager, B.S., US Naval Academy-Annapolis, 1964, M.S., New York Institute of Technology-Old Westbury, 1989  
Linda D. Evans, Director of Major Gifts, B.A., Wichita State University, 1994  
Jeffrey J. Jenik, Director of Campus Support Services and Procurement Manager, B.S., Johnson and Wales University, 1988  
Jennifer L. Lake, Director, Marketing and Community Relations, M.S., Cumberland University, 2002  
Jess Logan, Director of Food Services, B.S., Johnson and Wales University, 2001  
Keith Pierce, Director of Instructional Services and USCA Television Studio, B.A., Faulkner University, 1990  
Jamie Raynor, Director of Alumni Relations, M.Ed., University of South Carolina Aiken, 2005  
Jane Schumacher, Executive Director of the Etherredge Center, B.A., University of South Carolina Aiken, 2000

## **Enrollment Services**

- Marshall E. Davis, Director of Advisement Services, M.Ed.,  
University of South Carolina, 2002
- 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,  
M.Ed., University of South Carolina, 2003
- A. Glenn Shumpert, Director of Financial Aid, M.Ed., University of  
South Carolina, 1987

## **Library**

- Christina H. Eller, Reference Librarian, M.L.S., University of North  
Carolina at Chapel Hill, 2004
- Thomas C. Hobbs, Reference Librarian, M.S.L.S., University of  
Kentucky, 1972
- Paul H. Lewis, Documents Librarian, M.L., University of South  
Carolina, 1981, M.P.A., University of South Carolina, 1986.
- Rose P. Marshall, Library Instruction Coordinator, M.L.S.,  
University of Alabama, 1989
- Jane H. Tuten, Director of Library, M.L.S., Pratt Institute, 1975
- G. Randall Watts, Technical Services Librarian, M.S., University of  
Kentucky, 1999, M.Div., The Southern Baptist Theological  
Seminary, 1999

## **Student Life and Services**

- Toni G. Corkrin, Director of the Student Health Center, B.S.N.,  
University of South Carolina Aiken, 1990
- Michael W. Findley, Director of Public Safety, B.A., University of  
South Carolina Aiken, 1981
- Cynthia B. Gelinis, Counseling Center Director, M.S.W., Florida  
State University, 1999
- Timothy Hall, NCAA Compliance Officer/Associate Athletic  
Director, M.Ed., University of South Carolina, 1992
- Barbara A. Riverdahl, Disability Services Coordinator, M.S.,  
University of North Carolina at Chapel Hill, 2004
- 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
- Stacie L. Williams, Director of Multicultural Affairs, M.S., Auburn  
University, 2000
- Deri Wills, Director of Housing and Judicial Affairs, M.S., University  
of Central Arkansas, 1990

# Undergraduate Admission

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## UNDERGRADUATE ADMISSION

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

Applicants must complete appropriate admission forms and submit them with required credentials, such as the application for admission, official high school and/or college transcripts, and standardized test scores to the Office of Admissions. Admissions counseling and an appointment for interview are highly encouraged and are available by calling (803) 641-3366, (803) 278-1967, or 1-888-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 Office of Admissions.

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

A one-time, non-refundable \$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.

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

## CATEGORIES OF ADMISSION

### Freshman Admission

To be eligible to be considered for admission, freshman students must meet minimum standards of standardized test scores, class rank, course selection, and USCA 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 core college prep courses (chart 2 on page 8), 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 USC Aiken will present by taking strong academic courses in high school, with core academic courses taken on the college-prep level (or higher). 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. 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 are denied admission because they do not meet our regular admission requirements, but who demonstrate academic potential. To be considered for provisional admission, a student must submit a petition for admission to the USC Aiken Office of Admissions. 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.

The University reserves the right to place stipulations/conditions on the admission of any student. In the event such action is taken, the conditions will be clearly explained in the letter of final acceptance.

For additional information concerning the process of petitioning for admission, contact the Office of Admissions.

### Readmission

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

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

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

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

### Transfer Admission

An applicant 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.
5. course-by-course transcript evaluation by a NACES-affiliated agency ([www.naces.org](http://www.naces.org)) for any college coursework attempted outside of the United States.

To be considered for admission, transfer students are required to have a minimum 2.0 cumulative GPA in all previous college-level course work. In addition, they **must be in good standing and eligible to return to the institution last attended**. Transcript Request Forms are

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>College Prep 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:	

available through the USC Aiken Office of Admissions. Students must request and submit *official* transcripts from each previous academic institution. (Hand delivered transcripts will be considered unofficial.) **The applicant must submit transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the University.**

### Assessment of Academic Records

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

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.

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.

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

**Evaluation of Transfer Credits.** Applicants for admission with advanced standing, having completed all admission procedures and requirements, will be given a statement of credits accepted by transfer to the University. *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 USC Aiken. Typically, only courses taken at a regionally accredited institution of higher education which are comparable in content and credit hours to specific courses offered by USC Aiken and in which grades of "C" or higher have been earned will be accepted for transfer. (State wide policies concerning transfer credit can be found on page 37.)

Evaluation of transfer credit awarded and the application of that credit to a degree program are valid only at the time the evaluation is conducted and may not apply if the student elects to change curriculum, major, degree, or university. Transfer credit awarded to a student who has been

absent from the University for more than 36 months must be re-evaluated according to the standards in effect at the time the student is readmitted. Advisors and students are urged to use the Degree Audit Recording System (DARS) to review the application of transfer credit.

Students who wish to appeal a transcript evaluation should contact the Records Office. Information about earning course credit through challenge or CLEP examinations may be obtained from the Records Office.

### 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 USC Aiken. This advisement allows students to choose courses that meet degree requirements at both campuses. For additional information about the PATS program contact the USC Aiken Office of Admissions 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 USC Aiken Office of Admissions. To be admitted to the USC Aiken 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 USC Aiken 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 USC Aiken are typically students who are 25 years of age or older. Non-traditional students may also be students who do not attend college the semester after they graduate from high school, transfer directly from another college to USC Aiken, 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 USC Aiken 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. USC Aiken 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 Office of Admissions at USC Aiken. All international students must submit bank statements or certified statements for financial ability to provide approximately \$20,585 or more for twelve (12) months' total expenses. This is required before the I-20 certificate of eligibility can be signed.

Due to the complexities of evaluating international applications, along with problems associated with postage and traveling, international students are **strongly encouraged to submit an application at least six months prior to the semester the student wishes to enter.** 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, including certified English translations of all transcripts;
- TOEFL scores (550 on the standard version, 213 on the computer-based version, or 80 on the internet-based version). Students who score between 500-549 on the standard version, 173-212 on the computer based version, or 61-79 on the internet-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 7, of the USC Aiken 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 affiliated with the National Association of Credential Evaluation Services (NACES - [www.naces.org](http://www.naces.org) on the internet). This evaluation must be forwarded directly to the USC Aiken Office of Admissions from the evaluation service. Students will not be considered for admissions until this evaluation is received.
- TOEFL scores (550 on the standard version, 213 on the computer-based version, or 80 on the internet-based version). Students who score between 500-549 on the standard version, 173-212 on the computer based version, or 61-79 on the internet-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 USC Aiken's English 101 and 102 courses with a C or better at an accredited post secondary institution in the US. If the student has only completed English 101 with a C, he/she will be required to take English 111, 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 USC Aiken Office of Admissions from the evaluation service. (A list of several professional Evaluation Services can be obtained from the USC Aiken Office of Admissions or found on the USC Aiken 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 Languages, Literatures, and Cultures 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 languages 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 Languages Placement Coordinator and the department chair/dean of the student's degree program.

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

### **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 Office of Admissions reserves the right to determine the proper category of admission and to determine what credentials may be required. **Applicants who have been officially denied admission are not eligible as non-degree students.**

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

- an admissions application and application fee;
- a cover letter requesting admission;
- a letter of approval from parent or guardian;
- a letter of comment from his/her principal;
- high school transcripts;
- achievement and PSAT or SAT scores if available.

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

**Transient.** Admission to undergraduate courses for one semester or two summer terms may be granted to students from other colleges and universities who are certified to be in good academic standing and whose program of study at USC Aiken has been approved by their academic dean or registrar.

**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 USC Aiken Office of Admissions. The right of personal interview and appeal is available (also see Right of Petition on page 30). 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 33.

## ADDITIONAL CREDIT

### College Board Advanced Placement (AP) Examinations

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

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

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

1. If a student receives a score of “3” or “4” on either English AP exam, credit would be awarded for English 101 or its equivalent (three credits);
2. If a student receives a score of “3” or “4” on both English AP exams, or a “3” on one and a “4” on the other, credit would be awarded for English 101 and 102 or their equivalents (six credits);
3. If a student receives a score of “5” on either or on both English AP exams, credit would be awarded for English 101 and 102 or their equivalent (six credits).

For additional information concerning the awarding of AP credit, contact the USC Aiken Office of Admissions.

### International Baccalaureate (IB) Policy

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

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

### 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 Admissions, USC Aiken, Aiken, SC, 29801. The department chair/dean 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.

For additional information concerning the awarding of CLEP credit, contact the USC Aiken Office of Admissions.

### Credit by Examination (Challenge Exam)

For more information see Credit by Examination under “Academic Regulations” on page 39.

### 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 Dean from which the degree is to be awarded.

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

## ACADEMIC COMMON MARKET

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

USC Aiken has 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 USC Aiken 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 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 103 (Mathematics for Practical Purposes I) or Math 104 (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.

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

- Students beginning to study a new language enroll in 101.
- Students enrolling in a second language that they have previously studied (whether in high school or college) will be placed at the appropriate level based on previous second-language courses and grades. Each student's advisement folder will contain written information that specifies the level of the language in which they have been placed.
- Students who place in 210 and pass the course with a grade of C or better will have completed USC Aiken's languages requirement.

## HEALTH REQUIREMENTS

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).

The following vaccines are recommended for all students but are not mandatory: Meningococcal, Hepatitis B, and Varicella (if no prior history of Chicken Pox).

# 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 once 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, Georgia Southwestern State University, Lander University, Francis Marion University, University of North Carolina at Pembroke, North Georgia College, USC Upstate, and USC Aiken—has conference championships in twelve different sports. The “Pacers” compete on a conference, state, and national level in eleven different sports. These sports are volleyball, men's and women's soccer, women's cross-country, men's and women's basketball, softball, golf, baseball and men's and women's tennis.

Facilities are also a plus. The new Roberto Hernandez Baseball Stadium is state of the art. All tennis courts have recently been renovated. The Pacers also have lighted soccer and softball fields. In addition, the new 3500 seat Convocation Center will keep USCA's facilities among the finest 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.

### Leadership Programs

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

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

For more information on Leadership Programs, contact the Director of Student Activities.

# STUDENT ACADEMIC AND DEVELOPMENT SERVICES

## Academic Success Center and the First-Year Experience

The Academic Success Center and the First-Year Experience office is dedicated to helping students achieve academic success at USCA. The office serves all undergraduate students by offering a wide-variety of free programs and services. Some of which include:

### AFYS 101: the First-Year Seminar

This course assists students as they transition to the USCA community and provides the tools and strategies they need to have a successful undergraduate experience. Additional information about the course is available on the First Pace: First-Year Experience webpage: [www.usca.edu/fye](http://www.usca.edu/fye).

### Tutoring

In addition to the Writing Room, Language Learning Center, and Math Lab, there are a number of content areas and courses in which tutoring is available. All tutoring services are free, but some require referral from a faculty member. To access a list of tutoring services available for the current semester, please visit the Academic Support Services webpage: [www.usca.edu/asc](http://www.usca.edu/asc). Additionally, if students need assistance in a course that is not included in the list, they can complete a "Tutor Request" form on the webpage.

### Time Management and Study Skills Assistance

Students who wish to receive assistance in time management, study skills, or various learning strategies can work one-on-one with the Director of Academic Support Services and the First-Year Experience. Appointment requests can be made via the Academic Support Services webpage using the "Appointment Request Form".

The Academic Success Center and First-Year Experience office is located in the Humanities and Social Sciences Building, Room 208B. For more information about the office and other programs, please contact Stephanie Foote, Director, at 641-3321 or [stephanief@usca.edu](mailto:stephanief@usca.edu).

## 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 107 of the Penland Administration Building.

## 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

- Career planning
- Choosing a major/career
- Career assessment instruments
- Experiential education
- Job search strategies
- Vault online career library

### Career Library Resources

- Computer-assisted career guidance system (FOCUS)
- Career planning books
- Career magazines and other literature
- Information on specific careers
- Employer information and directories
- Resume, cover letter and interview books
- Graduate school

### Career Information Handouts

- Strategies for exploring college majors/careers
- Career planning timeline
- Job search strategies (resume, cover letter, networking, etc.)
- Choosing a career/major
- "What can I do with a major in....."

### Career Workshops

- Career planning and career decision-making
- Resume preparation
- Interview techniques
- Job search strategies
- Myers Briggs
- Networking
- Graduate school

### Career Fairs

### Career Panels

### Resume and Cover Letter Review

### Mock Interviews

### Experiential Education

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

### Job Postings and Resume Referral

Career Services now uses a new online system called "Pacer Career Connection" to post jobs and refer resumes. Job postings include all full-time, part-time, internship, co-op, on campus and off-campus positions. "Pacer Career Connection" can be accessed by going to the Career Services website at [www.usca.edu/careers](http://www.usca.edu/careers) and clicking on "jobs".

For more detailed information about our services, visit the Career Services Office in the Penland Administration Building, Room 107.

## 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 an holistic, developmental and short-term approach to assessing, consulting, individual counseling, group counseling, psycho-education, and training which enhances students' lives. Counselors are available by calling the Counseling Center at (803) 641-3609 for an appointment. Information on additional services is available in the Counseling Center, Business and Education Building, Room 126, or at the following web site: <http://www.usca.edu/cc>.

## Disability Services

The mission of Disability Services is to facilitate the transition of students with disabilities to the University environment and act to provide appropriate accommodations for each student's special needs in order to ensure 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. USCA also has an Assistive Technology Center with state of the art equipment and software to improve access for eligible students.

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

Assistance begins when a student's Disability Services application is approved and ends when a student graduates. Throughout the USCA experience, campus-wide services are coordinated to meet the needs of the student. To be eligible for services, students must provide medical documentation that provides information about a substantial limitation to one or more major life activities, specifically as it applies to meeting the demands of University life, in and/or out of the classroom. Although some disabilities do not change over time, the medical documentation must address the student's current level of functioning, therefore, the documentation can be no more than three years old. IEP's and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient to make a student eligible for services. For more information, contact Disability Services at (803) 641-3609, stop by the Business and Education Building, Room 126-A, or visit the Disability Services website at <http://www.usca.edu/ds>.

## 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 Learning Center

The mission of The Mathematics Learning Center is to provide support for students enrolled in mathematics courses at USCA. The goal of The Mathematics Learning Center 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 Mathematics Learning Center is located in the Penland Administration Building, Room 221, at extension 3470. No appointment is required and students are encouraged to come to The Mathematics Learning Center 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 Mathematics Learning Center website at <http://www.usca.edu/math/studentresources.html>.

## 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 Programs 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 immigration 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 Penland Administration Building, Room 101F.

## 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.

Some of the programs sponsored by the Office of Multicultural Affairs are:

- African American Students' Alliance (AASA)
- Minority Achievement Program (MAP)
- The Compass Leadership Program (Compass)
- Multicultural Roundtable Chats
- The National Coalition Building Institute (NCBI)

The office is located in the Student Activities Building in the Student Life & Services Suite. Contact: Stacie Williams, Director, 641-3412 or [staciew@usca.edu](mailto:staciew@usca.edu), website at <http://www.usca.edu/multicultural/>.

## 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.

## 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. 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/>

## CAMPUS SERVICES

### Library

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

The faculty, support staff, and collections of the Gregg-Graniteville Library comprise an integral part of 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 instruction and information literacy programs
- Interlibrary loan
- Self-service photocopying equipment
- Extensive website with links to Library services and resources

#### *Computerized library technology*

- Online catalog linking all USC libraries
- Web access to numerous online databases
- Internet access terminals
- Computerized circulation system
- Full-text multi-disciplinary databases

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

- Newly renovated 40,000 square-foot building
- Book and bound periodical collection of more than 170,000 volumes
- Microform collection numbering more than 28,000 volumes
- Periodical and newspaper title collection of over 10,000
- Official depository for United States Government publications and South Carolina state documents and the Department of Energy public reading room collection; over 70,000 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 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, USCA merchandise and other services related to campus life, while fostering, enhancing, and supporting the academic and administrative goals of the University of South Carolina Aiken.

The 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.

### Return 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 textbook refunds will be posted in the bookstore, and listed in campus publications each semester.
- No refunds are offered at any time for study outlines, unwrapped course packets, or magazines. Software and multimedia products are refundable in their original, unopened packaging only.
- Special orders are not returnable.

### 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, is in re-sellable condition, and is not overstocked at the bookstore.

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

### 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.

Any change of Bookstore hours will be posted.

### Contact Information

Telephone 803-641-3457

e-mail bookstore@usca.edu

url: www.uscabookstore.com

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

*Mike Speer: Textbook Manager*

e-mail: michaels@usca.edu

*Heidi DiFranco: Director*

e-mail: heidid@usca.edu

## The Science Store

The Science Store is located near the Dupont Planetarium in the Ruth Patrick Science Education Center. The Science Store is open Monday through Friday from 10:00am - 2:00pm. In addition, the Science Store is open Friday and Saturday evenings from 6:00pm - 9:00pm (first and third weekends only, during public planetarium shows). For more information, please call 641-3649 or 641-3313.

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

### 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 Bene Pizza, Montague's Subs, and Grillworks.
- The Courthouse Dining Hall 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.

### Pacer Cards \$40.00

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 \$40.00 and you receive \$44.00 of purchasing credit. When one runs out, just stop by and purchase another.

## 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-\$680.00 per semester  
Provides 7 full, hot meals in the cafeteria each week.
- Plan B: 10 Meal Plan-\$825.00 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-\$910.00 per semester  
**Best Value, Most Flexible, Less Than \$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-\$350.00 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 Students Residing in University Housing

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

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

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

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

Students residing in university housing will sign up for a meal plan when they complete their housing application, all other students should sign up during the registration process. All students must present a valid 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.

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

*Jess Logan, Campus Dining Director  
Aramark, Inc.  
471 University Parkway  
Aiken, SC 29801  
803-641-3293  
e-mail: jessl@usca.edu*

OR

*Jeff Jenik, Director of Campus Support Services and  
Procurement Manager  
University of South Carolina Aiken  
471 University Parkway  
Aiken, SC 29801  
e-mail: jeffj@usca.edu*

## University Housing

Students living on campus reside at Pacer Downs and Pacer Commons. University Housing is staffed by the Director of University Housing and Judicial Affairs, an Associate Director, an Assistant Director, 23 Resident Assistants and a Maintenance Supervisor.

Pacer Commons consists of 79 4-person apartments housing 316 students. Pacer Commons contains 43 2-bedroom apartments and 36 4-bedroom apartments. Each apartment is furnished and contains two full bathrooms, a living area and a fully equipped kitchen. Pacer Commons is staffed by a live-in Associate Director and 11 Resident Assistants. Pacer Commons has a recreational area that consists of a volleyball court, basketball court and a gazebo. Within the halls of Pacer Commons there are 9 study lounges, a computer room, game room and laundry facility.

Pacer Downs consists of 91 4-person apartments housing 364 students. Each apartment is furnished and contains two bedrooms, two full bathrooms, a living area, and a fully equipped kitchen. Pacer Downs is staffed by a live-in Assistant Director and 12 Resident Assistants. The recreation area within Pacer Downs consists of a pool, volleyball court and basketball court.

In addition to the physical amenities of both buildings, the Residence Life 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 University Housing at 803-641-3790 or visit our website at: [www.usca.edu/housing/](http://www.usca.edu/housing/)

## 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 nationally accredited. The Center is open twelve months a year. Full-time care is available for children ages six weeks through five years. The Children's Center not only provides quality child care but also serves as a training and research site for the USCA School of Education's Early Childhood Education degree program.

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 Coordinator of Disability Services at 641-3609 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*.**

## GENERAL REGULATIONS

### Conduct

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

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, lying, and bribery. Undergraduate and graduate students who have committed infractions of the Academic Code of Conduct may receive a hearing before the University Judicial Board, with right of appeal to the Executive Vice Chancellor for Academic Affairs, who is responsible for maintaining and enforcing the Academic Code of Conduct.

### Student Consumer Information

The Student Right-to-Know and Campus Security Act of 1990 (P.L. 101-542) and the Higher Educational Technical Amendment of 1991 (P.L. 102-26) 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



# 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 may be required to pay a late payment fee of \$5.00 per day beginning with the first day of classes (for a maximum of \$350.00) plus a \$30.00 service charge. If a check 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 \$30.00 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 refer the check to collection where additional costs will be incurred, and may not allow the student to re-enter the University, secure a transcript of records, or receive a diploma until the total amount has been paid.

## 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. The burden of proof rests with the student to show evidence as deemed necessary to establish and maintain their residence status.

### Definitions of Terms

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

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

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

semester for which resident status is claimed. Definitions from independent/dependent persons for resident classifications may be different than definitions for financial aid purposes.

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

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

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

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

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

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

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

The resident status of a dependent person whose parents are separated or divorced may be based on the resident status of the parent who supports and claims the dependent person as a dependent for federal income tax purposes, or it may be based on the resident status of the parent who has legal custody.

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. Persons qualifying under any of the exclusions below, must complete a residency application and provide documentation to verify their eligibility under the applicable exemption.

**Richmond and Columbia County Residents.** Persons who are legal residents of Richmond or Columbia counties, Georgia, may qualify to pay the in-state tuition rate and should contact the Admissions office for additional information. **Note: reciprocal agreement for in-state applies to 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 provided they have taken steps to establish a permanent home in the state. The dependents of such persons may also be eligible for in-state rates.

**Effects of Changes**

**Moving.** Any dependent person of a legal SC resident who has been domiciled with his/her family for a period of at least 3 years and whose family's domicile has been terminated (an employee directed transfer – not a voluntary change in domicile) immediately prior to his/her enrollment may enroll and continue to be enrolled at the in-state rate. Persons qualifying under this provision are eligible to pay in-state fees as long as there is not an interruption in their enrollment, summer terms excluded.

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. Failure to obtain this within 90 days of the establishment of the intent to become a SC resident will delay the beginning of eligibility;

3. obtaining South Carolina vehicle registration. Failure to obtain this within 45 days of the establishment of intent to become a SC resident will delay the beginning date of eligibility;
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. offer and acceptance of full-time employment in South Carolina;
7. 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.

## FEEES (2006-2007)

### Application Fee

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

Undergraduate .....	<b>\$35.00</b>
Graduate .....	<b>\$40.00</b>
Re-admits, Senior Citizens, Teacher Cadets .....	<b>\$10.00</b>

### Matriculation Fee ..... \$75.00

*A one-time, non-refundable fee for orientation, assessment, and placement testing for new undergraduate degree-seeking students.*

### Reinstatement Fee (per occurrence) ..... \$40.00

### Tuition

#### Full-Time Students (12 semester hours or more)

Undergraduate Resident .....	(per semester) <b>\$3,235.00</b>
Undergraduate Non-resident .....	(per semester) <b>\$6,525.00</b>
Graduate Resident .....	(per semester) <b>\$4,144.00</b>
Graduate Non-resident .....	(per semester) <b>\$8,958.00</b>

#### Part-Time Students (fewer than 12 semester hours)

Undergraduate Resident .....	(per semester hour) <b>\$282.00</b>
Undergraduate Non-resident .....	(per semester hour) <b>\$562.00</b>
Graduate Resident .....	(per semester hour) <b>\$411.00</b>
Graduate Non-resident .....	(per semester hour) <b>\$874.00</b>
Graduate (certified teachers Resident) ...	(per semester hour) <b>\$285.00</b>
Graduate (certified teachers Non-resident) ...	(per sem. hour) <b>\$316.00</b>

*Graduate fees must be paid by graduate students whether the courses taken are graduate or undergraduate.*

*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.*

### Audit Fee

Resident .....	(per semester hour) <b>\$282.00</b>
Non-resident .....	(per semester hour) <b>\$562.00</b>

### Other Required Fees

Technology Fee .....	(per semester for full-time students) <b>\$100.00</b>
	(per credit hour each semester for part-time students) <b>\$8.00</b>
Parking and Security Fee .....	(per semester) <b>\$15.00</b>
Summer .....	(per term) <b>\$7.00</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>
Music Instrument Rental Fee .....	(per semester) <b>\$35.00</b>
Nursing Lab & Testing Fee .....	(per designated course) <b>\$58.00</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.

## Housing

*Fees listed are per student, per semester*

Pacer Downs .....	<b>\$1965.00</b>
Pacer Downs .....	<b>\$1760.00</b>
Pacer Commons .....	(single room) <b>\$2275.00</b>
Pacer Commons .....	(double room) <b>\$1965.00</b>
Maymester .....	(single room) <b>\$300.00</b>
Maymester .....	(double room) <b>\$245.00</b>
Summer Term .....	(single room) <b>\$480.00</b>
Summer Term .....	(double room) <b>\$425.00</b>

### Meals

All students residing in campus housing will be required to purchase a meal plan. Other students may choose from any plan.

Seven meals per week .....	(per semester) <b>\$680.00</b>
Ten meals per week .....	(per semester) <b>\$825.00</b>
Seventeen meals per week .....	(per semester) <b>\$910.00</b>
Declining balance (Sophomore, Juniors, & Seniors only) .....	(per semester) <b>\$750.00</b>
Declining balance (Juniors and Seniors only) .....	(per semester) <b>\$350.00</b>
Pacer Cards (Cash Cards) .....	(per card) <b>\$40.00</b>

### Health Insurance (optional)

#### 2006-2007

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

### Other Fees

Assessment Testing Late Fee .....	<b>\$50.00</b>
Challenge Exam .....	(per credit hour) <b>\$15.00</b>
Replacement identification card .....	<b>\$25.00</b>
Replacement fee receipt .....	<b>\$5.00</b>
Transcripts .....	(per copy) <b>\$8.00</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>
(after prescribed registration date)	
<i>After late registration there will be a \$40 reinstatement fee in addition to all other fees (see Fees above).</i>	
Checks returned by bank for any reason .....	<b>\$30.00</b>

### Library

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>\$53.00</b>
<i>plus current overdue fine</i>	

## **Parking Fines (Bonds)**

Parking improperly .....	\$5.00
Parking decal or permit not displayed .....	\$5.00
Parked in no parking area .....	\$10.00
Parked in loading or service zone .....	\$10.00
Blocking (sidewalk, driveways) .....	\$15.00
Parked at fire plug; in fire lane .....	\$25.00
Parked on grass (except as authorized) .....	\$10.00
Parking in reserved space .....	\$10.00
Failure to register .....	\$10.00
Parking in spaces for people with disabilities or blocking space or curb cut.....	\$50.00
Parking on yellow curb .....	\$10.00
Speeding on campus .....	\$40.00
Parking in Student Housing Lot by a Non-Resident (1st Offense) .....	\$20.00

## 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 technology and parking are refunded only during the 100% withdrawal period. Housing and meal plan refunds are detailed in the housing contract.

### **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, Vice 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 "unearned" 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 have 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 Vice 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.
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 Vice Chancellor for Enrollment Services.
- 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.

# Financial Aid and Scholarships

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The general purpose of the USCA Office of Financial Aid is to help students meet their educational expenses at the University of South Carolina Aiken. Financial assistance is awarded in the areas of scholarships, grants, loans, employment, or a combination of these programs. The primary responsibility for financing post-secondary education rests with the student and family; however, 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 institution's recruitment and retention efforts.

## GENERAL INFORMATION

The Office of 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 Office of Financial Aid provides counseling for students, prospective students, and parents in such areas as financial aid opportunities, the financial aid application process, and financial planning as it pertains to managing financial aid funds and meeting educational expenses. Anyone interested in these topics should contact the Office of Financial Aid to schedule an appointment. Below is a description of each category of financial assistance available at 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 Office of Financial Aid 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 Office of Financial Aid 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 for appropriate available funds remaining.
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 Office of Financial Aid at USCA for additional clarification.
12. USCA students taking classes at the Beaufort, Sumter, and Salkehatchie campuses should contact the USCA Office of Financial Aid 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;  
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;  
The total number of full-time and part-time semesters combined does not exceed the full-time equivalent of the established maximum.

### 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 Office of Financial Aid 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 Office of Financial Aid.

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 Office of Financial Aid 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.

### South Carolina Student Aid Programs

For complete information on these programs, please visit the USCA Financial Aid Web Page.

## 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).
- Be a legal resident of the state of South Carolina.
- Be enrolled as a full-time undergraduate student seeking your first undergraduate degree.
- Register for 12 semester hours for the fall semester and 12 semester hours for the 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 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 Office of Financial Aid.
- Be making satisfactory progress as defined in USCA's "Satisfactory Academic Progress Policy" which is available on the Financial Aid web page. On every award letter, students are provided with the web address for Financial Aid "Terms and Conditions" which references this policy.
- Maintain a minimum 2.0 grade point average.

- Certify that he or she does not owe a refund or repayment on 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.

### Psychology Graduate Student Assistantships

In an effort to enhance the student's opportunity to gain important practical experiences while at the same time providing a degree of financial support, USC Aiken has agreed to provide stipend support for select students when available. Each available stipend will be provided on a semester basis. A student receiving a stipend will be required to enroll in a minimum of 6 credit-hours per semester, and will be required to work in a selected setting for a maximum of 15 hours per week. The total amount of weekly work time will be determined by the amount of funding that is available for the student. Generally, the student's work placement will be in a community mental health agency, in an applied clinical/counseling setting at USC Aiken, or a research setting at USC Aiken. In addition to the direct financial support that is gained through the stipend, USC Aiken has also agreed to provide a substantial tuition reduction for each student receiving a stipend. Stipends are generally provided to students during the 9-month academic year. However, a few stipends are available in the summer months. In order to receive a stipend in the summer months, it is necessary to enroll in summer classes.

While an effort will be made to provide stipend opportunities for all interested and qualified degree-seeking students, available funding is limited. Accordingly, eligibility for stipends will be determined by an evaluation of the admission criteria for entering students, and by evaluation of existing performance criteria for more advanced students enrolled in the degree program. For eligible students, ongoing participation in this assistantship program will be contingent upon satisfactory performance within the setting, as evaluated by USC Aiken's clinical faculty and appropriate agency staff (when applicable). Due to limited funding opportunities, not all students enrolled in the graduate program will be eligible for stipends. Receiving a stipend during a particular academic period does not guarantee continued funding during subsequent academic periods. For additional information, see the *Psychology Graduate Student Handbook*.

### Education Graduate Student Assistantships

For information on available assistantships contact the School of Education.



## LOANS

### The Federal Stafford Loan Program (subsidized)

The Federal Stafford Loan Program (subsidized) provides low-interest (fixed at 6.8%), 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 (fixed at 6.8%), 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 fixed interest rate of 8.5%. 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.

### Federal PLUS Loan for Graduate Students

The Federal Graduate PLUS Loan provides long-term loans to graduate students through lenders outside the University. Loan amounts under this program are limited to the student's cost of education minus other financial aid awards. Graduate students may be denied a PLUS Loan due to adverse credit history. Graduate students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for a PLUS Loan; and are only considered for this loan after applying for the maximum Stafford Loan. Sixty days after disbursement, students begin repayment at a fixed rate of 8.5%. Students have the option of requesting an in school deferment from their lender. 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 student 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 109, (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 109, 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 109. 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.

## HOW TO APPLY FOR FINANCIAL AID

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)**. Application may be made online, or forms may be obtained from the high school guidance office or from the USCA Office of Financial Aid.
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 Office of Financial Aid by the established deadline. These applications are available in early March 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 power to the President and faculty in accord with its policies. Subject to the review of the President and the Board of Trustees, the faculty retains legislative powers in all matters pertaining to the standards of admission, registration, instruction, research and extracurricular activities; the requirements for and granting of degrees earned; the courses; the curricula; the discipline of students; the educational policies and standards of the University; and all other matters affecting the conduct of academic affairs.

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

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

Official policies of the University listed below are published in the *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 on 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* current 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). Transfer credit awarded to a student who has been absent from the University for more than 36 months must be re-evaluated according to the standards in effect at the time the student is readmitted. However, a student is restricted in his/her choice of requirements to one specific *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, will have the right to continue under the *USCA Bulletin* in effect at the time of 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.

## ACADEMIC AFFAIRS

The office of the Executive Vice Chancellor of Academic Affairs provides supervisory authority to two colleges and three professional schools and the units therein, to the library, to the Ruth Patrick Science Education Center, to academic support services and to the Office of Institutional Effectiveness.

## RIGHT OF PETITION

Undergraduate students who wish to request an exception to the academic regulations regarding admissions or academic progression at the University should apply to the USCA Scholastic Standing and Petitions Committee. The student's petition for a modification of academic regulations must be submitted with a recommendation from the department chair/dean. The student will be allowed only one appearance before the Committee on the basis of a documented petition. Should the student's request be denied by the Committee, the student may appeal to the Executive Vice Chancellor for Academic Affairs. The Executive Vice Chancellor's response may be reviewed by the Chancellor, whose response will be final.

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

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 Executive Vice Chancellor for Academic Affairs at USC Aiken and a subsequent appeal to the USC Aiken Chancellor may be made.

## GRADUATE PROGRAMS

Information and policies regarding the Master of Education Degree in Educational Technology may be found on page 159, information on the Master of Education Degree in Elementary Education on page 153, and information on the Master of Science Degree in Applied Clinical Psychology on page 162.

# BACCALAUREATE DEGREES

## GENERAL EDUCATION REQUIREMENTS

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

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

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

### 1. General Education Requirements ..... 50-52

#### A. Skills and Competencies ..... 21-23

1. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Proficiency Portfolio in Writing on page 45.
2. English 101 and 102 ..... 6  
Students must complete English 101 and English 102 with a grade of C or better in order to fulfill general education requirements and before taking other English courses.
3. Math/Statistics/Logic ..... 6  
AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
4. Applied Speech Communication ..... 3  
(ACOM 201, ACOM 241, and ACOM 342)
5. Languages ..... 6-8  
Most degree programs require two (2) semesters of the same language. See individual degree program descriptions for language requirements.

#### B. Methods and History of Disciplines ..... 29

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. See definition and list of approved courses on pages 31-32.

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. History of Civilization ..... 3  
(AHST 101 or AHST 102)
4. American Political Institutions ..... 3  
(APLS 201, AHST 201, or AHST 202)
5. Humanities\* (at least two areas) ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Literature, Fine Arts History,  
Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (AHUM acronym)  
Honors (AHON acronym)

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

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

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

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

**Communications (ACOM):** 351, 352, 353, 450, 455, 462

**English (AEGL):** 275, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 301, 362, 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, 491, 494

#### Languages, Literatures, and Cultures:

**French (AFRE):** 302, 303, 305, 306, 307, 388, 397, 398, 399

**German (AGER):** 303, 305, 395, 397, 398, 399

**Spanish (ASPA):** 303, 308, 319, 320, 321, 340, 380, 388, 397, 399, 426, 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 for the Humanities requirement. Also, if AHST 201 or AHST 202 is used towards the American Political Institutions requirement, the same course cannot count for the Humanities requirement.

**Honors (AHON):** 101-H

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

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

**Philosophy (APHL):** 102, 211, 302, 303, 304, 311, 312, 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 a region of the world other than Europe or those areas in which the dominant culture is European, (e.g., the United States, Australia, New Zealand, Poland, Greece). Study of the cultures of the indigenous peoples of these countries (e.g., Maori, Apache, Iroquois, Aborigines) may be acceptable, but this would not include the study of "assimilated" ethnic groups (e.g., African-American, Japanese-Americans). Courses focusing on US/European involvement in other regions of the world (e.g., the Vietnam War, the British colonization of Africa) will not satisfy the non-western world studies requirement.

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

**Art History**

- 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)

**Languages, Literatures and Cultures**

- AFRE 303 Francophone Culture and Civilization (3)
- AFRE 306 Survey of Non-Western French Literature (3)
- AFRE 388 Selected Non-Western Topics in Translation (3)
- ASPA 303 Latin American Culture and Civilization (3)
- ASPA 320 Survey of Latin American Literature (3)
- ASPA 321 Survey of Latin American Literature II (3)
- ASPA 380 Hispanic Cultures and Identities (3)
- ASPA 388 Selected Non-Western Topics in Translation (1-4)
- ASPA 397 Hispanic Film (3)
- ASPA 426 Afro-Hispanic Literatures (3)
- ASPA 488 Selected Non-Western Topics (1-4)

**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)

**Note: Individual major degree programs may require specific courses within each category and may add requirements, but may not reduce the number of general education requirements.**

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

**Program of Study**

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

**Students must pursue required courses in the prescribed sequence.** Failure to do so may lead to scheduling difficulties.

Students may find courses they wish to take either not available or closed to students without advanced standing.

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

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

**Freshmen**

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

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

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

**Degree Audit Reporting System (DARS)**

The Degree Audit Reporting System (DARS) is an advising tool used to produce student degree audits and to assist with transfer evaluations. Advisors may use DARS to review a student's degree requirements. The individual degree audits will show the student's progress by indicating the requirements that have been fulfilled and those remaining. DARS is available for students using any bulletin since the 2001-2002 bulletin was published.

**GENERAL INFORMATION**

**Name Changes**

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

**Address Updates**

The Registrar's Office also has the forms necessary for updating a student's 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 to the student of any emergencies at home.

**Publications**

Each semester students are urged to become familiar with the University's Academic Calendar which 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, the withdrawal deadline, when exams are scheduled and other important dates published in the calendar.

Each semester the Registrar's Office also sends all currently enrolled students a newsletter called *From the Registrar's Desk*. The newsletter provides a reminder of important dates on the academic calendar and an explanation of new procedures that may be implemented in the Registrar's Office. Students are urged to read each newsletter primarily for priority registration.

## Indebtedness

Every student is expected to discharge any indebtedness to the University as quickly as possible. No degree will be conferred on, nor any diploma, certificate, record or transcript issued to, a student who has not made satisfactory settlement with the 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 for payment of current academic fees. USC Aiken offers the Visual Information Processing (VIP) system as a means of registration. A student may also use the Visual Information Processing (VIP) system to access grades, view current class schedule, review fees, process tuition bills, check for registration appointment time, update address, and change a PIN.

Some 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, a \$40 reinstatement fee will be charged 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. Academic advisors and the department faculty in the major are responsible for evaluating progress toward the degree and for interpreting and applying major requirements. Normally students will be able to progress by accepting the advice of their academic advisor. Undecided students are advised by a special group of advisors.

**Transient and non-degree students** will not be assigned advisors but may consult with the Director of the Advisement Services Office about courses. To register, non-degree students must have a signed waiver from the Advisement Services Office.

## Course Credit

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

## Course Load

**To graduate within 4-5 years, a student should earn a minimum of 15 credit hours per semester in academic studies.** A normal full-time academic load is considered five (5) academic subjects carrying 14-17 credit hours.

## Course Overload

**To register for 18 hours or more, students must obtain course overload approval.** Permission is required for an overload even if part of the course load is on an audit basis. A continuing student who wishes to take 18 or more hours must also have earned a GPA of at least 3.0 for the preceding semester's work (on a 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 dean/department chair on a "Course Authorization" form available from the advisor or dean/department chair.

## Course Numbering

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

## Course Descriptions

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

The elements of the course descriptions are as follows:

1. **Academic discipline.** Course descriptions are arranged alphabetically by discipline. The four-letter abbreviation is the acronym used for course registration and all academic records.
2. **Course number and title** appear in bold type.
3. **Crosslisting.** In the case of courses which are offered in an identical form by two or more divisions or disciplines, all 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 number in parentheses indicates the semester credit hours awarded for successful completion of the course. In the case of course sequences where two or more related courses are included in the same entry, a statement such as "3 each" indicates that all courses in the sequence carry the same credit. If the courses do not all carry the same credit, the credit hours awarded for each course are individually itemized. Variable credit, indicated by an entry such as "3-6", is employed in the case of courses whose content and credit are to be individually determined.
5. **Prerequisites.** Any necessary prerequisites or corequisites, indicated by the abbreviations "prereq" and "coreq," are given in parentheses after the statement of credit hour.

## Auditing

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

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

## Pass/Fail Option

Students may elect to take one or more free elective courses under the Pass/Fail option each semester. (See Grading System on page 39 for all regulations pertaining to Pass/Fail.) A Pass/Fail Option form must be completed and returned to the Registrar by the published deadline to elect the Pass/Fail option for a particular semester. The student will receive the hours earned if the course is passed, but the grade point average will not be affected by a course taken Pass/Fail.

## Independent Studies

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

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

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

## Repetition of Course Work

Students may repeat 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.

## 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/dean to sign the form and must 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 offered in the USC system, they are calculated into the GPA; however, for purposes of graduation with honors, they do not contribute to the minimum number of hours in residence.

## Telecommunications Courses

Each semester 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. Published academic calendar deadlines and the established grading system apply to telecommunication courses.

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

## 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. Courses must be approved by the appropriate department chair/dean and the form must be signed by the student's advisor and department chair/dean before it is

submitted to the Office of the Registrar for processing. The Office of the Registrar will also confirm the USCA equivalent of each course taken in this manner based on transfer articulation tables developed by the Office of Admissions or as determined by the unit head of the academic area in which the course is housed. Students who wish to enroll in concurrent or transient work at another USC campus can usually register for those classes in Aiken.

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

- a) 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 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** must have all official transcripts sent directly to the Office of the Registrar at USCA from each institution the student attends. This includes institutions the student attends during summers or while in transient or concurrent enrollment status, whether or not the student earns satisfactory grades or the credits apply to the degree sought. All grades earned will be included in the calculation of the collegiate GPA.

## 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 USC Aiken by completing a Request to Earn Credit Through Special Enrollment. Many times, students may register on their home campus for USC Aiken courses. Once the work is completed, the grades automatically transfer and are calculated into the student's GPA.

Students from outside the USC system must be admitted to USCA prior to taking courses. The Office of Admissions will send notification of acceptance as concurrent or transient students. Registration procedures and academic calendar deadlines must be observed by all transient students. Once their work is completed, students from outside the USC system must request that an official transcript be sent to their home college.

## Senior Citizens

Senior citizens (legal residents of South Carolina who have attained the age of sixty) are allowed to take courses at the University free of charge, provided there is space available in the classroom. For this reason, they may not register until after the general student population has completed registration. During the fall and spring semesters, they may register on the third day of class. During the summer terms, they may register on the first day of class. To enroll in a course, senior citizens must first complete all the necessary paperwork required by the Admissions Office. 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*.

## Maymester

Maymester is a compressed term, usually two weeks in length held between the close of the Spring semester and the beginning of first Summer term. Although Maymester offers students a versatile schedule, complications can arise, especially for financial aid recipients. It is therefore very important to refer to the *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. Any student regularly enrolled in the University may take work applicable to his or her degree program during the summer session. All regulations governing the regular academic year pertain to the summer session as well.

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

## CHANGES IN REGISTRATION

### Schedule Adjustments

Students may make adjustments to their schedules during the drop-add period listed on the schedule of class offerings for that semester. **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 by the published deadline and 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 transcript. Courses dropped will not enter into the computation of hours attempted or the grade point average. Courses dropped after the Schedule Adjustment Period but prior to the last day to withdraw without academic penalty (as published in the University's academic calendar) will receive a grade of **W** which will be recorded on the student's permanent record but will not be used in computing his/her grade point average.

A grade of **WF** will normally be recorded for any course dropped after the first eight weeks (pro-rated for shortened and elongated semesters). If the drop date occurs during a break (such as fall break or spring break), the class day closest to the 8 week mark will be designated as the deadline. (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 will be mailed to the student. (See "Fees and Refunds" section of this Bulletin for more information.)

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

## Changes in Programs of Study

Students desiring to change their program of study - whether that involves a change of major, advisor, or degree - must complete a USCA Program Change form available from the Advisement Center. When the student and the new advisor have signed the form, it should be returned to the Director of the Advisement Center.

### Change of Major

Credits earned in one degree program may not be applicable toward other degrees. When a student changes major, he/she should obtain written verification of applicability of credits earned 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.

### 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 appropriate department chair/dean 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, available from the Registrar's Office. The student must obtain the signature of the advisor and the dean/department chair before returning the Petition to the Registrar. The Registrar will submit the request to the Scholastic Standing and Petitions Committee for approval/disapproval. If the petition is approved, it will become part of the student's permanent record. If the petition is denied, the student will have the right to make a personal appeal to the Scholastic Standings and Petitions Committee at its next meeting. Should a student's personal appeal be denied by the Committee, the student may then appeal to the Executive Vice Chancellor for Academic 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 reviewed.**

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

### Cancelled Classes

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

### Enrollment Discrepancies

After mid-terms, instructors are sent mid-term class rolls and asked to forward to the Registrar's Office any enrollment discrepancies in the class. 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 must contact the Registrar immediately and present all advisement forms pertaining to that semester.



## WITHDRAWAL FROM THE UNIVERSITY

A student desiring to withdraw from the University for a semester should obtain a withdrawal form from the Records Office. Any refund the student may be due will be mailed to him/her by the Finance Office. If a student withdraws during the Schedule Adjustment Period, there will be no record of enrollment for that semester on his/her permanent record. If a student withdraws during the second through the eighth week of classes, he/she will receive a **W** in all courses for that semester. A grade of **WF** will normally be recorded for any course dropped after the first eight weeks of the term (pro-rated for shortened and elongated terms). If the drop date occurs during a break (such as fall or spring break), the class day closest to the 8 week mark will be designated as the deadline.

### Withdrawal Due to Extenuating Circumstances

If a student needs to withdraw because of extenuating circumstances such as prolonged illness or debilitating accident after the first eight weeks of the term, the student must complete the regular university withdrawal form and an additional form for Withdrawal Due to Extenuating Circumstances. Both forms are available in the Records Office. A student seeking withdrawal due to extenuating circumstances must withdraw from all courses for that term. The student should present a written explanation along with supporting documents and forms to the Executive Vice Chancellor for Academic Affairs for initial approval. The student will then present the documents to the appropriate instructors. Each instructor must sign the form and assign the grade of **W** or **WF**. A **W** is assigned if the student was passing the class at the time of the extenuating circumstances. A **W** does not affect the student's grade point average. A **WF** maybe assigned if the student was not passing the course at the time of the extenuating circumstances. The **WF** is calculated as a failing grade in the student's grade point average. When all instructor signatures have been obtained, the form must be returned to the Executive Vice Chancellor for Academic Affairs for final approval and forwarding to the Records Office for processing.

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

It is important for students to understand that even if they are taking only one course per semester 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 to complete all the work which may be assigned. Punctual and regular attendance is vital to the discharge of this obligation. The faculty of each department or school will determine the attendance policy for courses taught under its authority. The department or school may establish one uniform policy for all of its faculty, may set unit policies for certain courses only, or may allow individual faculty members to determine attendance policy for their own classes. In the latter case the department or school will review the individual policies and modify them as the unit sees fit.

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

Each policy, whether departmental or individual, will clearly explain the rules 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 will be excused or on any other issue related to attendance, the student may appeal the instructor's decision to the chair of the department or dean of the school in which the course is taught. If the conflict cannot be resolved at that level, the student or the instructor may appeal the decision through the established University appeals procedure.

### Faculty Attendance

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

### Student Department

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

Faculty should refer to the *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 on the web site and in the course schedule booklet. Final examinations for laboratory sections may be administered during the last scheduled meeting of the lab. No final examination for any other course may be held outside of the officially scheduled examination time without the special permission of the Executive Vice Chancellor.

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

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

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

Re-examination for the purpose of removing an **F** or raising a grade is not permitted.

No early examinations are given for graduating seniors.

## TRANSFER CREDIT

Transfer students are given credit for their previous college work by means of a Transfer Credit Summary. This is prepared by the Admissions Office after receipt of a student's official transcript from any college previously attended. Each course will be evaluated by the appropriate department chair/dean to determine whether to 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 from schools outside the USC system appear as hours earned only and do not compute into the USCA grade point average. See Graduation With Honors on page 43 for additional information.

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

Typically, only courses taken at an accredited institution and in which grades of "C" or better have been earned will be accepted for transfer. Please see the State policy regarding transfer credit from a two-year institution on the following page. As a general rule, the following kinds of courses do not transfer:

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

A maximum of **30** semester hours earned in correspondence courses, military service school, off-campus extension classes 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, will develop better articulation of associate and baccalaureate degree programs. To comply with this requirement, the Commission upon the advice of the Council of Presidents established a Transfer Articulation Policy Committee composed of four-year institutions' vice presidents for academic affairs and the Associate Director for Instruction of the State Board for Technical and Comprehensive Education. The principal outcomes derived from the work of that committee and accepted by the Commission on Higher Education on July 6, 1995, were:

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

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

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

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

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

#### Statewide Articulation of 86 Courses

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

#### Admissions Criteria, Course Grades, GPAs, Validations

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

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

B. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic coursework taken elsewhere, for 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. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.

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

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

F. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.

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

H. Institutional policies related to “academic bankruptcy” (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student’s earlier record.

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

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

A. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale will apply such entrance requirements equally to transfer students from 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 will certify by letter to the Commission that all coursework at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

4. Any coursework (individual courses, transfer blocks, statewide agreements) covered within these procedures will be transferable to any public institution without any additional fee and without any further encumbrance such as a “validation examination,” “placement examination/instrument,” “verification instrument,” or any other stricture, 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 will be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:

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

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

Engineering: Established curriculum block of 33 semester hours

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

Teacher Education: Established curriculum block of 38-39 semester hours for Early Childhood, Elementary, and Special Education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult 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 will be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed Registered Nurse.

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

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

### **Related Reports and Statewide Documents**

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

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

### **Assurance of Quality**

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

### **Statewide Publication and Distribution of Information on Transfer**

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

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

A. A copy of this entire document.

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

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

A. A copy of this entire document.

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

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

- A. Publish these procedures in their entirety (except Appendices)
- B. Designate a chief Transfer Officer at the institution who will:
  - provide information and other appropriate support for students considering transfer and recent transfers
  - serve as a clearinghouse for information on issues of transfer in the State of South Carolina
- C. See the USCA Home Page on the Internet to view the Transfer Guide published by this institution.

## CREDIT BY EXAMINATION

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

### Challenge Exams

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

Challenge exams are not permitted under the following circumstances:

- a) **if the student is currently enrolled in the course,**
- b) **if the student was previously officially enrolled in the course, either for credit or audit,**
- c) **if the student has previously challenged the course unsuccessfully, or**
- d) **if the course is a laboratory, activity or skill course.**

Also, if appropriate faculty are not available to develop and/or administer the exam, the department chair/dean may decline or postpone the request. Challenge exams are not typically administered in the summer. Any student who wishes to challenge a course should take the following steps:

- 1) Obtain a **Credit by Examination** form from the Registrar's Office.
- 2) Present the form to the chair of the department/dean of the 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/dean 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 Executive Vice Chancellor to be signed.
- 5) 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 a time to take the exam. Challenge exams should be completed by the end of the semester in which the student applies to take such an exam.
- 7) Present the form and the fee receipt to the instructor **before** taking the exam as previously scheduled. **The instructor will record on the form the letter grade earned on the exam, and forward the form with attached fee receipt to the Registrar's Office.**

## 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. After the exam is taken, CLEP will send the student a score report which should be forwarded to the Registrar. The department chair/dean will decide whether to award credit based on the score.

## GRADING SYSTEM

### Grading Symbols

Grade	Explanation	Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Above Average	2.5
C	Average	2.0
D+	Below Average	1.5
D	Poor	1.0
F	Failure	0.0
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 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 a student who is performing satisfactorily but who withdraws after the withdrawal deadline due to extenuating circumstances. A "W" is assigned primarily in cases of approved withdrawal from the University. Assignment of a "W" requires the approval of the instructor and of the Executive Vice Chancellor for Academic Affairs. A grade of **W** will be treated in the same manner as a passing grade in the evaluation of suspension conditions. A "W" is not computed into the GPA.

**WF** will normally be recorded for any course dropped after the first eight weeks of the term (pro-rated for shortened and elongated terms). If the drop date occurs during a break (such as fall break or spring break), the class day closest to the 8 week mark will be designated. A "WF" 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, due to extenuating circumstances, to complete some portion of the assigned work at the end of the semester. By permission of the instructor and the dean/department chair, the student will have a time not to exceed 12 months in which to complete the work before a permanent grade is recorded. A deadline of less than 12 months may be stipulated if agreed upon by both the instructor and the student. It is the responsibility of the student to insure that all required work is completed by the deadline stipulated in the contract for the incomplete. Students are not allowed to return to the classroom to complete this work, nor are they allowed to "sit in" on a subsequent section of the course.

An incomplete grade contract must be signed by the student, the instructor and the dean/department chair and be on file in the Registrar's Office at the time the **I** grade is recorded. Incompletes are not computed in the GPA until the final grade is assigned. If an incomplete has not been made up by the end of the 12 month period, the **I** grade will become an **F** on the permanent record. In

situations where the student has missed a majority of the semester for documented reasons, it is more appropriate for the student to seek withdrawal due to extenuating circumstances from the Executive 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 when the submission of the normal Incomplete Contract and assignment of an **I** is not possible by the grade deadline. It is a temporary mark on the transcript and must be replaced by a grade. The instructor should notify the Registrar that a student has a problem that will prevent completion of an Incomplete Contract. The Office of the Registrar will then notify the student that the **NR** grade will be assigned and remind the student to contact the instructor to make arrangements to fill out an Incomplete Contract or complete the work, normally within four weeks after the date of the letter. If replacement of the **NR** does not occur before the last week of the spring or fall semester immediately following the term for which an **NR** was recorded, a grade of **F** will be automatically assigned. The **NR** does not affect the grade point average.

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

### Pass/Fail Grading

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

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

### Grade Point Average

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

The GPA is calculated as follows:

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

A =	4.0 grade points	C =	2.0 grade points
B+ =	3.5 grade points	D+ =	1.5 grade points
B =	3.0 grade points	D =	1.0 grade points
C+ =	2.5 grade points	F =	0.0 grade points
- Multiply the semester hours attempted for each course by the grade points for each course grade.
- Total the grade points.
- Divide the total number of grade points by the total number of hours attempted.

### Example:

Course	Grade	Grade Points	Credit Hours Attempted	Credit Hours Earned	Total Grade Points	(Grade Points x Credit Hours Attempted)
AEGL-101	B	3.0	3	3	9.0	(3 x 3 = 9)
AHST-101	A	4.0	3	3	12.0	(3 x 4 = 12)
ABIO-101	D	1.0	4	4	4.0	(4 x 1 = 4)
ASCY-101	C	2.0	3	3	6.0	(3 x 2 = 6)
<b>TOTALS</b>			<b>13</b>	<b>13</b>	<b>31.0</b>	

$$\text{GPA} = \frac{31.0 \text{ (Total Grade Points)}}{13 \text{ (Total Credit Hours Attempted)}} = 2.39$$

### Grade Reports

Grades are available through the Visual Information Processing (VIP) system. Grade reports include a cumulative summary of all course work taken in the USC system. Students are encouraged to keep copies of their current grade reports.

In the event a student suspects a grade has been miscalculated or entered incorrectly, he/she should report the problem to the professor within thirty (30) days of 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 dean/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. **An undergraduate student who is enrolled in 12 semester hours or more in a regular semester is considered full-time** (disabled students may be eligible for modified full-time status; see Disability Services on page 15 for further information). During a regular summer session an undergraduate student must be enrolled in six semester hours or more to be considered a full-time student. Full-time fees are calculated on

12 semester hours or more. Full-time benefits for veterans are determined by the 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.

Requests for transcripts must be in written form and sent to: University Registrar; University of South Carolina; Columbia, South Carolina 29208. Transcripts are \$8.00 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 of South Carolina campus.

## CONFIDENTIALITY OF STUDENT RECORDS

In accordance with the Family Education Rights and Privacy Act (FERPA) of 1974, USCA students have the right to review, inspect and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right. The Act also ensures that records cannot be released in other than emergency situations without the written consent of the student, except in the following situations:

1. to other school officials, including faculty within the educational institution or local educational agency who have legitimate educational interests;
2. to officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record desired and has an opportunity for a hearing to challenge the contents of the record;
3. to 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, USCA will give access to the student’s records. The student will be notified in writing through certified mail that this access has been given.
6. where the information is classified as “directory information.” The following categories of information have been designated by the University as directory information: student’s name, local and permanent mailing addresses and telephone numbers, e-mail address, semesters of attendance, enrollment status (full- or part-time), date of admission, date of expected or actual graduation, school, major and minor fields of study, whether or not currently enrolled, classification (freshmen, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University. **Students who do not wish such information released without their consent should notify the Registrar’s Office prior to the first day of classes.**

Questions concerning this law and the University’s policy concerning release of academic information may be directed to the Registrar’s Office.

## STUDENT GRIEVANCE PROCEDURE

Students enrolled at USCA are provided with a standard, formal process for seeking a resolution when, in the student’s judgment, he or she has been treated unfairly or improperly. This includes a situation in which a student’s academic progress has been adversely affected due to problems in the instructor’s ability to write or speak English. Information regarding grievances and the grievance procedure is contained in the *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 Executive Vice Chancellor for Academic Affairs at USC Aiken and a subsequent appeal to the USC Aiken Chancellor may be made.

## ACADEMIC STANDING

### Classification Of Students

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

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

Students are classified at the beginning of each semester.

### Probation and Suspension Designations

The probation and suspension policy described below went into effect in Fall 1991 and was revised in Spring 2001 and Spring 2006. It applies to all USCA students regardless of the year when they first started attendance at the University. Probation and suspension are based on the system cumulative GPA, which is calculated using only grades earned at USCA or other USC System campuses. The following chart shows the various levels of grade point hours and GPA’s for both probation and suspension.

<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

**The Registrar’s Office sends both probation and suspension 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.**

*\*Effective with the implementation of the new OneCarolina data base (estimated Fall 2007 or Fall 2008), a cumulative System GPA less than 2.0 will result in probation, unless the student has reached the number of hours at which suspension takes effect at a GPA below 2.0.*

## Probation

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

1. An advisement hold will be placed on students who had pre-registered and then are placed on probation for the new semester. The hold will require students who enrolled for more than 13 hours to return to the advisor before making schedule adjustments. Students will be expected to repeat foundation courses they did not pass (e.g., AEGL 101 or 102, math classes, etc.).
2. Students on probation are limited to taking a maximum of thirteen (13) credit hours during a regular semester until the GPA rises above the probationary level.
3. Freshmen on probation are required to use the Academic Success Center for guidance and attend mandatory workshops for freshmen on probation.
  - All students on probation will be informed of and encouraged to use the various services and programs available on campus to assist students seeking to improve academic performance (e.g., the Counseling Center, Career Services, Tutoring Services, the Writing Room and Math Lab).
4. Students on probation should limit participation in co-curricular activities such as sororities, fraternities, intramural sports, student publications, clubs.
  - Students with a cumulative GPA less than 2.0 are **prohibited from holding office** in any student organization, including SGA and Pacer Union Board.
  - Students with a cumulative GPA less than 2.0 are **prohibited from holding any titled position** on *Pacer Times* or any other University sanctioned publication.
  - Student athletes on probation are prohibited from participating in NCAA athletics. Exceptions require written permission from the Executive Vice Chancellor.

Students who fail to make the necessary adjustments to meet these stipulations will face cancellation of their schedules.

## Suspension

Suspension means a student may not attend the University during the time of his/her suspension. Students should be aware that once they are placed on suspension from the University they are no longer making satisfactory academic progress as required for the continued receipt of financial aid (see page 26). 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 is for one regular semester; second suspension is for two regular semesters; and third suspension is indefinite.

**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 is used to calculate this grade point average. Students on first suspension may also petition the Scholastic Standing and Petitions Committee (SS&P) to have the suspension lifted prior to serving it. If the student is not successful in either summer school work or in petitioning SS&P and subsequently exhausts all means of appeal, he/she must sit out the semester of suspension. When the student wishes to return to USCA,

he/she must complete an application for readmission in the Admissions Office and petition the Scholastic Standing and Petitions Committee (SS&P). See reinstatement petition process below for details.

**SECOND SUSPENSION:** Students may still attend summer school (only 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 to have the suspension lifted. If a student on second suspension is not successful in summer school work, fails to have a reinstatement petition approved and exhausts all means of appeal, he/she must leave the University for a period of two regular semesters. After this time has been served, the student must complete an application for readmission in the Admissions Office and petition the Scholastic Standing and Petitions Committee (SS&P). See reinstatement petition process below for details.

**THIRD SUSPENSION:** This is indefinite suspension from 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.

## Reinstatement Petition Process

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

1. The student must first complete a reinstatement petition, available from the Registrar's Office. The Registrar then prepares the petition and 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 completed Priority Registration 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, in which case students may not participate in any co-curricular activities and are restricted to no more than four classes and thirteen credit hours in a regular semester. The committee may also attach additional or more restrictive stipulations. A student may be reinstated with the stipulation that he/she take only two courses, for example, or the stipulation may be that the student must obtain a 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 Executive Vice Chancellor for Academic Affairs.**
5. Students whose petitions for reinstatement are disapproved may appear in person before the Committee at its next scheduled meeting.
6. If a reinstatement petition is denied after the personal appeal to the Committee, the student may request in writing a meeting with the Executive Vice Chancellor.
7. Should the student's petition be denied by the Executive 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 by USC Columbia, for example, and is later suspended by USC Aiken, the suspension from USC Aiken will be considered the student's second one.

## Academic Forgiveness for Former Students

**Academic Forgiveness was designed for former USC System students whose GPAs during previous enrollments in the system are so low that the 2.00 system GPA required for graduation would be mathematically impossible for them to attain. Such students were placed on academic suspension at least once during that former enrollment.**

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

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

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

1. All curriculum requirements will be in accordance with those in force at the time of the student's readmission.
2. **THE STUDENT MAY NOT RECEIVE ACADEMIC HONORS UPON GRADUATION.**
3. The student's grade point average is recalculated beginning with the semester in which the student was readmitted to the university.
4. Courses in which the student received a passing grade ("**C**" or **better**) prior to readmission and the granting of academic forgiveness may, at the discretion of the student's school or department, be used for academic credit, but may not be used in the calculation of the grade point average.
5. The following statement shall appear on the academic record of any student granted academic forgiveness: "This student was granted academic forgiveness under the University of South Carolina Academic Forgiveness Program. No courses taken prior to \_\_\_\_\_ are used in the calculation of the GPA, but those in which the student received a passing grade (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

The President's Honor List recognizes students who, in the previous semester, earned a GPA of 4.0 on a minimum of 12 semester hours.

The Dean's Honor List recognizes freshmen who earned a GPA of 3.25 or higher and upperclass students who earned a GPA of 3.50 or higher in the previous semester on a minimum of 12 semester hours.

No correspondence course or course carried on a Pass/Fail basis will be counted toward the 12 hours required for the President's or Dean's Honor List.

### Honors Program

For information on the USC Aiken Honors Program, see page 46.

### Graduation With Honors

Graduation with honors is 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.** 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.

### For Bachelor Degrees:

**Summa Cum Laude:** A cumulative collegiate GPA of 3.95 or higher

**Magna Cum Laude:** A cumulative collegiate GPA of 3.75-3.94

**Cum Laude:** A cumulative collegiate GPA of 3.50-3.74

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

### Recognition of Honor Organizations at Commencement

Only academic honor organizations will be recognized at Commencement. Recognition of the academic honor organizations 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 by the published 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 his or her advisor for review. After the initial review by the advisor, the form is given to the respective department chair/dean for approval, pending any course work to be completed that semester.

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. A minimum of one hundred twenty semester credit hours with a minimum **system** GPA of 2.0 are required for all baccalaureate degrees. Some degrees require more credit hours and/or a higher cumulative GPA.

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.

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

### Second Undergraduate Degree

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

### Double Major

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

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

## ACADEMIC ASSESSMENT

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

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

The Office of Institutional Effectiveness assists faculty, staff, and administrators in gathering data to evaluate the effectiveness of programs and services at USCA as they promote student learning and advance the institutional mission. To this end, the Office of Institutional Effectiveness in conjunction with the Academic Assessment Committee:

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

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

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

# Academic Programs

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## 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 159.

### **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 153.

### **Master of Science Degree in Applied Clinical Psychology**

The Master of Science Degree in Applied Clinical Psychology provides graduate study and clinical experience in preparation for careers in applied clinical and counseling settings and as a foundation for students interested in pursuing doctoral studies. Students enrolled in this program are expected to pursue a plan of study to assure increased professional competence and breadth of knowledge in the field of clinical and counseling psychology. For more information, see page 162.

## BACCALAUREATE DEGREES

### **Curricula**

The curricula established for all baccalaureate degrees include 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. See page 31 for General Education Requirements. Major, cognate, and elective courses are described under each individual degree program.

### **1. 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 completed sixty hours 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 portfolio process should be addressed to the Director of Writing Assessment.

For the 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 in the English language 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 the description of each 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 major department. Cognates or minors are required for most degrees. The specific requirements for each degree program are outlined in the *Bulletin*. Courses taken toward a cognate cannot be counted as major or general education requirements, with the exception of free electives.

## 4. Minor

A minor prepares the student in a second field which may or may not be directly related to the major field. Requirements are established by the 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. All courses must be passed with a grade of "C" or higher. Students should notify their advisor and the department chair of the minor which is selected. [A list of minors available](#) is presented on page 51.

## 5. Electives

The number of elective credits varies according to the major the student selects. See the descriptions of specific degree programs beginning on page 52 of the *Bulletin*. Elective credits for participation in University performing ensembles may be counted up to a maximum of 4 credits.

## DEGREE REQUIREMENTS

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

## DEGREES OFFERED

The chart on page 50 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.

## USC AIKEN HONORS PROGRAM

Maggi M. Morehouse, Director

The USC Aiken Honors Program provides an enriched academic experience, both in and out of the classroom, for outstanding students committed to reaching their highest potential as scholars and creative thinkers.

### Admission Requirements

- First-year students (incoming freshmen) will be invited to participate in the Honors Program based on their predicted GPA.
- Continuing USC Aiken students who wish to apply for admission to the program may do so if they have a 3.5 GPA or higher on at least 24 hours of coursework applicable to their major program of study.
- Transfer students may be eligible for admission if they have a cumulative transfer GPA of at least 3.5 or higher on at least 24 hours of coursework applicable to their major field of study.
- Regardless of point of entry, each student will be screened for admission into the Honors Program. This screening process will include the submission of a 500-word essay on a topic selected by the Honors Program Committee and will have an individual interview with members of the Honors Program Committee.

### Continuation Requirements

To remain in the program, a student must maintain a USC Aiken cumulative GPA of 3.5 or higher and must successfully complete at least 3 credit hours of honors program course work each academic year. The Honors Program Committee will review the academic work of all Honors students each year. Students who do not meet the requirements will be placed on Honors Program probationary status for one (1) semester. If the student meets the 3.5 standard at the end of that semester, the honors program probation will be lifted. Failure to meet the requirements in any semester after honors program probation has been lifted will result in dismissal from the Honors Program.

### Honors Curriculum

To graduate from the USC Aiken Honors Program, a student must earn 24-29 hours of honors program credits in the following categories. All courses applied to honors credit must be passed with a grade of "B" or better.

#### 1. AHON 101-H Interdisciplinary Inquiry: Humanities 3 hours

#### 2. Honors Colloquia 3 hours

Three one-hour courses are required.  
An Honors Colloquium is a six-week course (one-credit hour) that relates to an annually changing theme announced by the Honors Program Committee. At least one colloquium will be offered each academic year.

#### 3. Honors-Designated Courses. Total of five courses:

- a. Three honors-designated general education/elective courses are required **9-12 hours**
- b. Two honors-designated courses are required in the student's major field **6-8 hours**

An Honors-Designated Course is one that includes additional learning experiences for honors students. These courses will not be offered as separate sections; rather, they will be courses chosen by the department/

school each semester as “Honors Designated.” The professor will meet separately with honors students enrolled in the course at least six (6) times during the semester to work with them on a topic or topics of interest in order to provide more depth to the course.

- 4. Capstone Experience/Project** **3 hours**  
 The Capstone Experience is a project that will be completed in the student’s senior year. These projects, which will be completed under the supervision of a faculty member selected by the student, require research, data analysis and communication of the results of the research or, in the case of the arts, an appropriate creative project. Honors students will be expected to present the results of their projects to their peers and to the faculty. The Honors Program Committee will award prizes to those students whose capstone projects are deemed to be the best.

**Total** **24-29 hours**

## Course Descriptions

### Honors (AHON)

**AHON 101-H Interdisciplinary Inquiry: Humanities. (3)**  
 (Prereq: Admission to Honors Program) This common first-year course of the Honors Program will be offered each Spring semester and is meant to introduce students to the craft and concepts involved in interdisciplinary knowledge production. Students will be exposed to materials used in a multitude of disciplines and will be asked to evaluate and interpret such documents as historical primary sources, memoirs, literary works, filmic representations, photographs, artifacts, music, and art. The course instruction will take a holistic approach to a general theme.

**AHON 201-H Honors Colloquium: Globalization. (1)** (Prereq: Admission to Honors Program) In this six-week honors colloquium we will attempt to define and make sense of the contested concept of globalization. We will highlight the issues within the field of globalization such as social inequality and business practices, the social dimensions and tensions of a global culture, nation-state vs. transnationalism, and the environmental impact of global practices.

**AHON 499-H Honors Capstone Project. (3)** (Prereq: Admission to Honors Program, Senior standing, permission of the Honors Program Director) The Capstone Experience/Project is a project that will be completed in the student’s senior year. These projects, which will be supervised by a faculty member selected by the student, require research, analysis and communication of the results of the research. Honors students will be expected to present the results of their projects to their peers and to the faculty. Contract required.

## BACHELOR OF INTERDISCIPLINARY STUDIES

**The composition of and requirements for the BIS program are under review. Effective April 26, 2006, admission to the BIS program is temporarily suspended.**

The Bachelor of Interdisciplinary Studies (BIS) program is structured in part to meet an individual student’s specific academic and career goals. It is designed for those students whose educational objectives are better served by a flexible interdisciplinary program of study rather than by a traditional single-discipline major.

The 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 the BIS 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 studio art 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, completing a statement of educational and career goals, and the selecting of two academic concentrations. At least 30 credit hours of study must be completed under the supervision of an advisory committee established for each BIS student.

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 consist of papers written for selected courses in the student’s concentrations, with both concentrations 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 the courses that are normally transferable to USCA.

For information on the BIS program, students should contact the BIS Director, Dr. Karl Stenger, in H&SS D-2.

## BIS Degree Requirements

1. **General Education Requirements ..... 53-55**  
The student must complete the USCA general education requirements.
  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 point average in each concentration is also required for graduation.
  3. **Electives ..... 6-36**  
The number of elective hours available varies considerably, depending on the hours required 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 Programs 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 immigration 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 Penland Administration Building, Room 101F.

## 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 as the means to improve and examine new approaches to instruction. Moreover, distance education offers not only the opportunity to provide quality instruction to those at a distance from the campus, but also a means to improve instructional opportunities for students on campus.

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

Only catalog courses taught by full-time faculty are offered via distance education.

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).

## MILITARY SCIENCE/ROTC

The University of South Carolina Aiken does not offer ROTC courses; however ROTC courses are offered by Augusta State University.

## 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, including live instruction, satellite, web, and DVD delivery, the residents of this region are able to take advantage of the resources of a much larger university without leaving the area. Students interested in additional information concerning graduate programs should contact the Office of Graduate Studies in the Penland Administration Building, Room 101A.

**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. 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

Ranging from personal enrichment to professional development, from Kids in College summer camps to world-wide educational travel, the Office of Continuing Education offers a wide selection of certificate and non-credit learning opportunities, as we support USC Aiken's mission of serving the public. Our programs strive to meet the needs of busy people by offering a variety of class dates and times, in single, multi-session, and seminar formats.

Our Professional Development and Corporate Training division offers training tailored to the needs of individual businesses. Career development classes are also offered for individuals. Our experts use practical tools and interactive experiences to provide a quality educational experience to meet your specific business needs.

The Academy for Lifelong Learning and SeniorNet programs are another major focus of the Office of Continuing Education. The Academy programs, geared to mature adults, provide opportunities for seniors to explore many fascinating subjects, take trips, and meet others with a passion for learning. The SeniorNet computer classes are unique in that seniors teach seniors. With a high instructor to student ratio, they are successful in creating confident computer users.

The University of South Carolina Aiken is a member of the University Continuing Education Association and, as such, awards certificates recognizing earned Continuing Education Units (CEU's). A record of past CEU activity is available to the student from the Director of Continuing Education upon written request and with proof of identity.

For information concerning course offerings and activities, please contact the Office of Continuing Education in the Business and Education Building (room 100) at (803) 641-3288 or 3563. E-mail us at [AlanA@usca.edu](mailto:AlanA@usca.edu).

## USC DISTANCE EDUCATION

The **Distance Education Program** offers classes for 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, DVD and audiocassettes or by viewing local South Carolina Educational Television broadcasts. As an ITFS (Instructional Television Fixed Service) site, classes held on the Columbia campus may be viewed on the Aiken campus. Contact Distance Education at 803-777-7210.

## 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 (LSAC), 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 (25 BACCALAUREATE DEGREES IN 35 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 Elementary Education Secondary Education Biology (106) Chemistry (109) English (115) Mathematics (145) Comprehensive Science (759) Comprehensive Social Studies (758)	311 310 373	BA in Education BA in Education BA or BS in Education	48 48 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 Industrial Mathematics	140 126	BS BS	41 41
Music Education	328	BA	40
Nursing (RN - 4 year) (RN - completion program)	050 051	BS in Nursing BS in Nursing	52 52
Political Science	157	BA	40
Psychology	159	BA or BS	40, 41
Sociology (area of concentration) Criminology and Criminal Justice (763) Human Social Services (753) General (990)	175	BA	40

## MINORS AVAILABLE

<b>Discipline</b>	<b>Minor Numbers</b>	<b>School/Department Responsible</b>	<b>Page Number</b>
Anthropology and Human Geography	877	Sociology	76
Art History	105	Visual and Performing Arts	82
Biology	106	Biology and Geology	96
Business	991	Business Administration	123
Chemistry	109	Chemistry and Physics	102
Communications	640	Communications	54
Computer Science	108	Mathematical Sciences	111
Criminology and Criminal Justice	763	Sociology	76
Geology	124	Biology and Geology	96
History	136	History, Political Science, and Philosophy	68
International Relations	888	History, Political Science, and Philosophy	70
International Studies	139	History, Political Science, and Philosophy	70
Literature	887	English	58
Mathematics	145	Mathematical Sciences	111
Music	148	Visual and Performing Arts	82
Philosophy	163	History, Political Science, and Philosophy	70
Political Science	157	History, Political Science, and Philosophy	69
Psychology	159	Psychology	117
Religious Studies	168	History, Political Science, and Philosophy	70
Sociology	175	Sociology	76
Spanish	184	Languages, Literatures and Cultures	63
Studio Art	104	Visual and Performing Arts	82
Theatre	110	Visual and Performing Arts	82
Women's and Gender Studies	882	English	59
Writing	886	English	58



# College of Humanities and Social Sciences

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S. Thomas Mack, Coordinator of the College Council

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

**Developmental Work Policy.** No remedial coursework may be applied toward any degree offered by the College.

**Independent Study Policy.** Independent study courses are designed primarily for juniors and seniors who desire advanced intensive work on a specific topic. Independent studies are not intended to substitute for courses listed in the *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 fifteen (nine in the major field, six outside the major field).

To enroll in an independent study course, a student must: (1) have written approval of the faculty member who is to supervise the independent study and of the appropriate department chair before registering for the course; (2) agree with the supervising faculty member on a contract which describes the work involved in the project and the criteria for grading; and (3) file an independent study application with the Office of the Registrar before registering for the course.

Students interested in enrolling for an independent study course should see the appropriate department chair for more specific details.

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## DEPARTMENT OF COMMUNICATIONS

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William D. Harpine, Department Chair

### Professor

William D. Harpine (Speech Communication), Ph.D., The University of Illinois at Urbana-Champaign, 1982

### 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

Keith Griffin (Communication), Ph.D., Louisiana State University, 1977

### Instructor

Peggy O'Neal Elliott (Journalism), M.A.J.C., University of Florida, 1978

### 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 Department of Communications is committed to helping students gain a thorough understanding of how fundamental communication theories and principles apply to a broad range of contexts (i.e., in dyads, organizations, cultures, the media). By providing students with superior educational experiences in a respectful and supportive environment, we help students become competent communicators who are able to communicate effectively, think critically, work well with others, and make ethically sound decisions. Accordingly, students should be able to use their knowledge of communication to:

- facilitate their individual and professional growth and development,
- enhance their personal relationships, and
- effectively serve and improve their communities.

Upon graduation, students should be able to:

1. Demonstrate an understanding of the different areas of study within the communication discipline, as well as the theories, principles and concepts associated with those different areas of study;
2. Critically analyze and evaluate their own communication and that of others across a variety of situations (e.g., evaluate yourself and others as you make speeches or conduct interviews);
3. Develop an understanding of the situational, cultural, legal and ethical aspects of communicative acts (e.g., determine if a communicator's choice was appropriate for the situation and assess whether it was morally right or wrong);
4. Use their communication knowledge and skills—whether one-to-one, in small groups, or in a one-to-many setting—to:
  - a. communicate ideas and information clearly and accurately,
  - b. communicate persuasively,
  - c. deliberate and solve problems.
5. Demonstrate effective interpersonal skills, both verbal and nonverbal, when interacting with others (e.g., communicate assertively or manage a conflict effectively); and
6. Demonstrate an ability to communicate effectively in writing, considering both verbal and visual communication (e.g., design and write a persuasive brochure).

For more information on the Department of Communications, visit the department web site at <http://www.usca.edu/communications/>.

### 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 communication skills (oral, written and visual). Students majoring in communications examine communication processes in interpersonal, small group and public settings; within organizations and cultures, and in the mass media. The degree program is designed to be flexible enough to provide the student with the necessary background to pursue graduate studies (including journalism, speech communication, student personnel services and law) or to pursue diverse professions in diverse areas, including media, business, social and human services, the ministry, education, 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 nationally-accredited School of Journalism and Mass Communications on the Columbia campus. The number of courses which can be taken at USCA depends on the area of speciality: public relations, advertising, print journalism (newspapers and magazines), or electronic journalism (television and radio).

### 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 .....	
Math/Statistics/Logic <sup>3</sup> .....	6
Applied Speech Communication (ACOM 201) <sup>4</sup> .....	3
Languages <sup>5</sup> .....	6-8
<b>B. Methods and History of Disciplines</b> <sup>6</sup> .....	<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 <sup>7</sup> (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym) .....	
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>4</sup> .....	<b>41</b>
<b>Core Courses Requirement</b> .....	<b>23</b>
ACOM 190 Introduction to Communications	
ACOM 241 Public Speaking	
ACOM 290 Communications Colloquium	
ACOM 300 Media and Society	
ACOM 385 Group Communication	
ACOM 450 Intercultural Communication	
Writing--Select one of the following:	
ACOM 332 Writing Across the Media	
AEGL 250 Rhetorical Grammar	
AEGL 460 Advanced Composition	
AEGL 467 Argumentation	
Capstone--Select one of the following:	
ACOM 497 Directed Capstone Internship (3)	
ACOM 499 Service Learning Capstone Experience(3)	
<b>Area Classes:</b>	
<b>One course (3 hours) from each area</b> .....	<b>12</b>
<b>Plus six additional hours from one area</b> .....	<b>6</b>
<b>Area I: Persuasion</b>	
ACOM 325 Advertising	
ACOM 351 Persuasive Communications	
ACOM 353 Advanced Public Speaking	
ACOM 462 Political Rhetoric	
AEGL 467 Argumentation <sup>8</sup>	
ACOM 493 Topics in Persuasion	
<b>Area II: Visual Communication</b>	
ACOM 376 Visual Communication	
ACOM 476 Advanced Visual Communication	
AART 370 Digital Video Editing	
ACOM 496 Topics in Visual Communication	
<b>Area III: Public Relations/Print Journalism</b>	
ACOM 303 Communications Law and Ethics	
ACOM 305 Editing Skills	
ACOM 328 Principles of Public Relations	
ACOM 332 Writing Across the Media <sup>8</sup>	
ACOM 335 Advanced Writing for the Public	
ACOM 433 Free Lance Writing	
ACOM 436 Public Relations Writing	
ACOM 495 Topics in PR/Journalism	

**Area IV: Interpersonal/Organizational Communication**

- ACOM 342 Interviewing
- ACOM 455 Gender, Communication and Culture
- ACOM 480 Organizational Communication
- ACOM 491 Topics in IP/Organization

- 3. **Cognate or Minor** ..... 12-18
- 4. **Free Electives** ..... 9-17

**Total hours required**<sup>6</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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

<sup>4</sup> Must earn a C or better.

<sup>5</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.

<sup>8</sup> May not be counted in core AND Area III.

**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 190 Introduction to Communications ..... 3
- ACOM 241 Public Speaking ..... 3
- Communications courses 300 and above ..... 12

**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 three courses are considered applied speech communication courses: ACOM 201, 241 and 342. 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 190 Introduction to Communications. (3)** An introduction to communications as a field of study, including the concepts, ideas, issues, methods and theories associated with the discipline.

**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.

**ACOM 241 Public Speaking. (3)** (Prereq: C or better in AEGL 102 or consent of instructor) A course in the principles, preparation, delivery, and evaluation of public speaking. This course may satisfy the applied speech communication requirement.

**ACOM 290 Communications Colloquium. (2)** (Prereq: C or better in ACOM 190 and Communications Major or consent of instructor) This transitional course introduces communications majors to the discipline, the degree program, and the implications of being a communications major, including expectations, requirements, opportunities and post graduate options. Students will prepare an annotated bibliography, participate in and lead discussions, conduct interviews with professional communicators and make presentations. Communications majors must complete ACOM 290 within their first 12 hours of ACOM courses.

**ACOM 300 Media and Society. (3)** (Prereq: C or better in ACOM 190 or consent of instructor) A survey of mass media forms and support industries and their effects on society. Examination of media development, technologies, economics, laws and ethics.

**ACOM 303 Communications Law and Ethics. (3)** (C or better in ACOM 190, Junior Standing) A study of constitutional and statutory law for communications with emphasis on principles set by case law. Focus will be on the role of law and ethics in decision making by the professional communicator.

**ACOM 305 Editing Skills. (3)** (Prereq: C or better in AEGL 102) Techniques required in preparing materials for publication.

**ACOM 325 Principles of Advertising. (3)** (Prereq: C or better in ACOM 190 or consent of instructor) Advertising and its relationship to media, marketing and consumers.

**ACOM 328 Principles of Public Relations. (3)** (Prereq: C or better in both ACOM 190 and ACOM 332 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.

**ACOM 332 Writing Across the Media. (3)** (Prereq: C or better in AEGL 102 and word processing skills) Basic instruction in writing for different media forms, such as print, broadcast, websites and presentations. Includes development of researching and interviewing skills.

**ACOM 335 Advanced Writing for the Public. (3)** (Prereq: C or better in ACOM 332) Study of and practice in writing for mass media with emphasis on Associated Press style.

- 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.
- ACOM 351 Persuasive Communications. (3)** (Prereq: C or better in both ACOM 190 and ACOM 241 or consent of instructor) This course focuses on expanding the student's ability to recognize persuasive messages, and analyze and act as competent, critical **receivers** of those messages, whether written, oral or mediated.
- ACOM 352 History & Philosophy of Mass Media. (3)** History of mass media from the 1400s to the present. Situated in an historical context, this course examines media effects on social, cultural and political issues both nationally and internationally. (Students who earned credit for ACOM 302 may not take ACOM 352 for credit.)
- ACOM 353 Advanced Public Speaking. (3)** (Prereq: C or better in both ACOM 190 and ACOM 241 or consent of instructor) Course focuses on enhancement of public speaking and argumentation/debate skills, through selection and application of appropriate organizational strategies, compelling support, and convincing arguments. Includes application of classical and contemporary rhetorical theories to the critical analysis of choices made by notable speakers.
- ACOM 376 Visual Communication. (3)** (Prereq: C or better in ACOM 190) Basic instruction on design and layout with emphasis on visual communication principles for design, layout and production of printed materials. Introductory practice using computer desktop publishing.
- ACOM 385 Group Communication. (3)** (Prereq: C or better in ACOM 190) 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.
- ACOM 399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.
- ACOM 433 Free-Lance Writing. (3)** (Prereq: AEGL 102 with C or better) Study of newspaper and periodical features. Practice in writing and marketing articles.
- ACOM 436 Public Relations Writing. (3)** (Prereq: C or better in ACOM 332 or consent of instructor) Special areas of writing for Public Relations.
- 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)
- ACOM 455 Gender, Communication, and Culture. (3)** (Prereq: C or better in both ACOM 190 and ACOM 201 or consent of instructor) An exploration of the relationships among gender, communication, and culture from descriptive and critical perspectives with three focused themes: 1) communication creates, sustains, and sometimes challenges concepts of gender; 2) the conceptualization of gender is a cultural process; and 3) gender shapes communication.
- ACOM 462 Political Rhetoric. (3)** In order to become more sophisticated and critical participants in the democratic process, students will apply classical and contemporary models in the critical analysis of political and campaign rhetoric. The course also provides the opportunity to acquire and practice argumentation and debate skills.
- ACOM 476 Advanced Visual Communication. (3)** (Prereq: ACOM 376 with C or better) 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 gain experience in desktop publishing techniques to create communication materials from the concept stage to actual production.
- ACOM 480 Organizational Communication. (3)** (Prereq: junior standing and C or better in both ACOM 190 and ACOM 201) A study of how the context of the organization influences interpersonal communication processes. Emphasis on applying theory and research to identify effective organizational communication practices and strategic communication behavior within organizations.
- ACOM 491 Topics in Interpersonal/Organizational Communication. (1-3)** (Prereq: consent of instructor) Selected topics relevant to interpersonal and/or organizational communication. Course content will vary and will be announced in the schedule of classes. Course may be taken twice with different topics.
- ACOM 493 Topics in Persuasion. (1-3)** (Prereq: consent of instructor) Selected topics relevant to persuasion. Course content will vary and will be announced in the schedule of classes. Course may be taken twice with different topics.
- ACOM 495 Topics in Public Relations/Journalism. (1-3)** (Prereq: consent of instructor) Selected topics relevant to public relations/journalism. Course content will vary and will be announced in the schedule of classes. Course may be taken twice with different topics.
- ACOM 496 Topics in Visual Communication. (1-3)** (Prereq: consent of instructor) Selected topics relevant to visual communication. Course content will vary and will be announced in the schedule of classes. Course may be taken twice with different topics.
- ACOM 497 Directed Capstone Internship. (1-3)** (Prereq: consent of instructor and successful completion of Rising Junior Writing Proficiency Portfolio and USC system GPA of 2.0 or better) Supervised professional experience in communications. Contract required. (May be repeated for a maximum of 6 hours.)
- ACOM 499 Service Learning Capstone Experience. (1-3)** (Prereq: consent of instructor, successful completion of Rising Junior Writing Proficiency Portfolio, and USC system GPA of 2.0 or better) 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, students must complete a research paper or substantive project under the director of the faculty supervisor. Contract required. May be repeated for a maximum of 6 hours.

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## DEPARTMENT OF ENGLISH

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S. Thomas Mack, Department Chair

### Distinguished Professors

J. Donald Blount (Comparative Literature), Ph.D., University of South Carolina, 1973

J. Stanley Rich (English), Ph.D., University of Alabama, 1979

### Professors

Stephen L. Gardner (English), Ph.D., Oklahoma State University, 1979, *G. L. Toole Chair in English*

S. Thomas Mack (English), Ph.D., Lehigh University, 1976

Suzanne Ozment (English), Ph.D., U.N.C. - Greensboro, 1982

### Associate Professors

William Claxon (English), Ph.D., Indiana University, 1984

Lynne A. Rhodes (English), Ph.D., University of South Carolina, 1996, *Writing Assessment Director*

### Assistant Professors

Jill Hampton (English), Ph.D., Southern Illinois University - Carbondale, 1999

Kathleen Kalpin (English), Ph.D., University of California - Davis, 2005

Matthew Miller (English), Ph.D., University of South Carolina, 2005

Carla Elizabeth Coleman Prichard (English), Ph.D., University of North Carolina - Chapel Hill, 2003

### Senior Instructors

Karl F. Fornes (English), M.A., University of Dayton, 1992

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

### Instructors

Vicki Collins (Education), M.A., College of Mount St. Joseph, 1988

Eunita Ochola (Linguistics), Ph.D., University of South Carolina, 2001

### Lecturers

Harry Hootman (English), Ph.D., University of South Carolina, 2004

Braden Hosch (English), Ph.D., University of Wisconsin - Madison, 2003

Ellen Smith (English), Ph.D., University of South Carolina, 1988

Gregory White Smith (English), A.B., Colby College, 1973

### Distinguished Professors Emeriti

Phebe E. Davidson (English), Ph.D., Rutgers University, 1991  
*Carolina Trustee Professor*

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

Sue Lorch (English), Ph.D., University of Louisville, 1976

### Professor Emeritus

Daniel Miller (English), Ph.D., University of Massachusetts, 1970

## 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.

For more information on the Department of English and its programs, visit the departmental web site at <http://www.usca.edu/english/>.

**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 by but appointments are recommended. Qualified students can become consultants in the Writing Room, earning valuable experience, academic credit, and financial compensation. The Writing Room is open regular daytime and evening hours. For more information, call the Director of Academic Support Services and the First Year Experience at extension 3321 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.** Since 1986, the English Department has sponsored a campus chapter (Epsilon Upsilon) of Sigma Tau Delta, the International English Honor Society. This international organization recognizes academic achievement and promotes interest in literature and the English language; membership is offered on an invitational basis to superior students majoring or minoring in English or pursuing a degree in English Education.

**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. The award includes a 500-hundred-dollar cash prize.

**James and Mary Oswald Distinguished Writers Series.** Since 1985, the English Department has brought to Aiken a number of distinguished visiting writers. During that period, such significant literary personalities as Nikky Finney, Peter Taylor, Marge Piercy, Mark Strand, Donald Hall, Alison Lurie, Alan Gurganus, and Robert Creeley have visited USCA, interacted with students in English classes, and presented free public readings of their work.

**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.

**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 *The Aiken Standard*. Interested students should see the Department Chair for more information.

The Rising Junior Proficiency Portfolio in Writing required of all students is described in the section devoted to 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, technical writing, and library science.

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

All students pursuing the B.A. in English must complete at least 18 hours in the major (coursework at the 300 level or above) at USCA.

### 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 <sup>3</sup> .....	6
Applied Speech Communication <sup>4</sup> .....	3
Languages <sup>5</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>6</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 <sup>7</sup> (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym)	

History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	

<b>2. Introduction to Literary Criticism (AEGL 275)</b> .....	<b>3</b>
<b>3. 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 literature classes.	
<b>4. 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, 491)	
Area VI:	
Writing (AEGL 360, 362, 460, 461, 462, 463, 464, 466, 467, 468, 469)	
Area VII:	
Shakespeare (AEGL 407)	
Area VIII <sup>8</sup> :	
Senior Thesis or Seminar (AEGL 496 or AEGL 499)	
<b>5. Electives in English</b> .....	<b>9</b>
Any three courses from areas I-VI, above	
<b>6. Required Cognate or Minor</b> .....	<b>12-18</b>
Cognate .....	12
Minor .....	18
<b>7. Electives</b> .....	<b>2-16</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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

<sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342. Some majors may require a specific course so students should consult requirements for their major.

<sup>5</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.

<sup>8</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.

## B.A. in English

### Major Program Goal and Objectives

The Department has established the following goal for those students completing the B.A. in English:

Students will develop not only the ability to derive meaning from what they read, particularly literary texts, but also the ability to write analytically about literature and its history.

Derived from this goal are the following five objectives:

- 1) Students will demonstrate the ability to do a close reading of genres (e.g., poetry, fiction, drama, or film);
- 2) Students will demonstrate a general knowledge of major movements, periods, and authors in British and American literature;
- 3) Students will demonstrate a working knowledge of literary terms;
- 4) Students will demonstrate the ability to understand literature in its cultural context; and
- 5) Students will demonstrate the ability to locate, read, understand, and apply literary criticism and scholarship.

### 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 360 Composition Studies .....	3
AEGL 362 Literature and Media Cultures .....	3
AEGL 468 Studies in Writing* .....	3
AEGL 469 Rhetoric of Science .....	3

#### Practical Applications (9 hours):

AEGL 460 Advanced Composition .....	3
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 467 Argumentation .....	3
AEGL 468 Studies in Writing* .....	3
AEGL 497 Directed Internship .....	3
(may be repeated for a maximum of 6 hours)	

**Total hours required** ..... 12

\* 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 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 independent study 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 250 Rhetorical Grammar .....	3
AEGL 360 Composition Studies .....	3
AEGL 362 Literature and Media Cultures .....	3
AEGL 468 Studies in Writing* .....	3
AEGL 469 Rhetoric of Science .....	3

### Practical Applications (12 hours):

AEGL 460 Advanced Composition .....	3
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 467 Argumentation .....	3
AEGL 468 Studies in Writing* .....	3
AEGL 497 Directed Internship .....	3
(may be repeated for a maximum of 6 hours)	
ACOM 433 Freelance Writing .....	3
ACOM 436 Public Relations 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.

### **Minor in Women's and Gender Studies**

This is an interdisciplinary minor requiring eighteen hours (at least 3 disciplines; no more than 9 hours from any one) selected from courses in the humanities, the social sciences, and the sciences.

#### **Central Courses: Two courses (6 hours):**

APLS 321 Gender Politics and Political Theory .....	3
ASCY 301 Sociology of Gender Roles .....	3
AHST 464 History of Women in the United States .....	3

#### **Requirements: Four courses (12 hours):**

ACOM 201 Interpersonal Communication .....	3
ACOM 450 Intercultural Communication .....	3
ACOM 455 Gender, Communication and Culture .....	3
ACOM 480 Organizational Communication .....	3
AEGL 290 Introduction to Women's Literature .....	3
AEGL 394 Images of Women in Film and Fiction .....	3
AEGL 431 American Autobiography .....	3
APLS 353 Gender and the Law .....	3
APLS 373 Women and Public Policy .....	3
ASCY 305 Sociology of the Family .....	3
ASCY 528 Family Diversity .....	3
APSY 415 Adult Development .....	3
APSY 490 Human Sexuality .....	3

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

Appropriate special topics courses in the disciplines may be selected.

### **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, 250, 264, 360, 460, 461, 462, 463, 464, 466, 467, 468 and 469.

Applied writing courses cannot be used to satisfy General Education Requirements; see B.5 (Methods and History of Disciplines: Humanities).

### **Course Descriptions**

#### **English Language and Literature (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: Grade of C or better in AEGL 101 and 102) A comprehensive review of composition, focusing on clarity of purpose, quality of thought, organization, use of sources, language/style, and mechanics/grammar. Students who complete the course with a grade of C or better will satisfy the junior writing proficiency requirement. For elective credit only. (Every semester)
- AEGL 250 Rhetorical Grammar. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) This course will enable writers to gain more confidence in their writing (1) by understanding the many, varied structural and stylistic choices of the English language, (2) by increasing their ability to talk consciously about their writing choices as they revise their papers, and (3) by recognizing the rhetorical effects their choices may have on their readers. Special attention will be given to audience expectations, sentence rhythm and cohesion, coordination and subordination, punctuation, modifiers, and diction.
- AEGL 264 Introduction to Creative Writing. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A beginning course in the theory and practice of writing poetry, fiction, and drama. (Every fall)



- AEGL 275 Introduction to Literary Criticism. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A survey of the major theories of literary criticism. Students will learn how to discover and create meaning from literary texts by responding to and interpreting those texts in different ways; they will gain practice in criticizing literary works with the aim of establishing standards of judgment. (Every fall)
- AEGL 280 Contemporary Drama. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A study of the nature and significance of contemporary drama.
- AEGL 281 The Novel to 1920. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A study of significant novels in Western literature from the Renaissance to 1920.
- AEGL 282 Contemporary Fiction. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A study of the nature and significance of contemporary fiction.
- AEGL 283 Contemporary Poetry. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A study of the nature and significance of contemporary poetry.
- AEGL 284 Survey of American Literature I. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A study of American literature from its beginning to the Civil War. (Every fall)
- AEGL 285 Survey of American Literature II. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A survey of American literature from the Civil War to the present. (Every spring)
- AEGL 288 Survey of British Literature I. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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: Grade of C or better in AEGL 101 and 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 360 Composition Studies. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A survey of composition and rhetorical theories within a practical context. The study of relevant movements, figures and texts will provide an introduction to the principles of teaching writing. (Fall, odd years)
- AEGL 362 Literature and Media Cultures. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) Explores the concepts of and relationships between literacy and literature in four media cultures: oral, manuscript, print, and electronic. (Fall, even years)
- AEGL 389 Classical Mythology. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) A comparative study (in translation) of great books from the Renaissance to the present. (Spring, even years)
- AEGL 393 Film and Society. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) Film as cultural text, with special emphasis on the relation between the film and its cultural/critical context.
- AEGL 394 Images of Women in Film & Fiction. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A study of the evolving images of women as they are presented in film and fiction. (Every Spring)
- AEGL 399 Independent Study. (3-6)** (Prereq: Grade of C or better in AEGL 101 and 102) Directed independent study. A student chooses a project and finds a professor willing to work with him/her.
- AEGL 401 Chaucer. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) Chaucer's works, with special attention to *The Canterbury Tales*. (Spring, odd years)
- AEGL 407 Shakespeare. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A study of the plays of Shakespeare. (Every spring)
- AEGL 408 Seventeenth Century British Literature. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) A survey of British literature from 1660 to 1800.
- AEGL 412 Contemporary British Fiction. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A study of representative contemporary British writers of the latter half of the 20th 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) A survey of Victorian prose and poetry. (Spring, odd years)
- AEGL 423 Modern British Literature. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A survey of 20<sup>th</sup> century British literature with representative readings from the poets, the dramatists and the novelists.
- AEGL 424 Studies in British Literature. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) Intensive study of selected topics. (Offered on demand)
- AEGL 425 Early American Literature. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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; Spring, odd years)
- AEGL 449 Studies in American Literature. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) Intensive study of selected topics. (Offered on demand)
- AEGL 450 English Grammar. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) Study of traditional, structural and generative systems of English. (Fall, even years)
- AEGL 453 Development of the English Language (3)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) Intensive study of selected topics. (Offered on demand)
- AEGL 460 Advanced Composition. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) Extensive practice in different types of expository and persuasive nonfiction writing. The course will focus on both different writing processes and different forms of written discourse used to generate meaning, clarify understanding, and influence thought and action.. (Every fall)
- AEGL 461 Writing About the Arts. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) Preparation for and practice in reporting technical information logically and lucidly for a variety of audiences. (Every Spring)
- AEGL 463 Writing Workshop - Nonfiction. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) 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: Grade of C or better in AEGL 101 and 102 and 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)** (Prereq: Grade of C or better in AEGL 101 and 102) Practice and discussion of basic techniques of writing fiction. May be repeated for a maximum of 6 credit hours. (Spring, even years)

- AEGL 467 Argumentation. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) A writing intensive study of the rhetorical principles of argument, focusing most closely on written argument in contemporary American culture. Students will be expected to produce written work that applies the formal structure, rhetoric, and logic of argument to an assortment of topics and issues. (Fall, even years)
- AEGL 468 Studies in Writing. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) 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)** (Prereq: Grade of C or better in AEGL 101 and 102) Critical studies of English, European and American dramatists from Ibsen to the present. (Offered on demand)
- AEGL 491 Studies in Comparative Literature. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) Intensive studies in selected topics (Offered on demand).
- AEGL 494 Studies in Major Authors. (3)** (Prereq: Grade of C or better in AEGL 101 and 102) 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: Grade of C or better in AEGL 101 and 102 and consent of instructor)
- AEGL 496 Senior Thesis. (3)** (Prereq: Grade of C or better in AEGL 101 and 102, Senior standing, minimum 3.0 GPA, completion of at least 12 hours at the 300 level or above, permission of instructor and department chair, and successful completion of 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: Grade of C or better in AEGL 101 and 102, 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: Grade of C or better in AEGL 101 and 102, 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 LANGUAGES, LITERATURES AND CULTURES

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Victor Manuel Duran, Department Chair

### Associate Professors

Victor Manuel Duran (Romance Languages/Spanish), Ph.D., University of Missouri, 1988  
 Stanley F. Levine (French/Latin), Ph.D., Stanford University, 1984  
 Karl L. Stenger (German), Ph.D., Ohio State University, 1984

### Assistant Professor

Narciso J. Hidalgo (Spanish), Ph.D., Indiana University, 1999

### Instructor

Rayito Calderon (Spanish Linguistics/Spanish), M.A., University of Florida, 2003

### Distinguished Professor Emerita

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

### Department Mission Statement

The Department of Languages, Literatures and Cultures promotes an awareness and an appreciation of and a respect for other cultures through language acquisition and stimulates students' perspectives and knowledge of other countries, other traditions and other practices. The department strives to improve the communication skills, at all levels, of the students by encouraging them to explore and understand the linguistic and cultural parameters of diverse populations and by helping them to think analytically and systematically about the importance of languages. Moreover, students will gain academic enrichment through knowledge of a diversity of cultures in any given society.

The department offers a range of second-language courses, from linguistics to literature to culture and civilization in French, Spanish and German and in introductory courses in Latin and Italian. In addition, USCA students can opt to minor in Spanish. The Department of Languages, Literatures and Cultures focuses on the communicative approach to second language acquisition.

The Department of Languages, Literatures and Cultures promotes study abroad as a viable and documented means by which students learn the nuances and linguistic differences of the targeted second language through active and total immersion in the country where the language being studied is utilized as the primary means of communication.

## Introductory Languages, Literatures and Cultures Sequence Goals

Students will acquire and demonstrate listening, speaking, reading, and writing skills at the introductory level of the target language consistent with national standards for language education. Students will also acquire and demonstrate knowledge of the culture and practices associated with the target language.

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

- Students beginning to study a new language enroll in 101.
- Students enrolling in a second language that they have previously studied (whether in high school or college) will be placed at the appropriate level based on previous second-language courses and grades. Each student's advisement folder will contain written information that specifies the level of the language in which they have been placed.
- Students who place in 210 and pass the course with a grade of C or better will have completed USC Aiken's languages requirement.

## Waiver of Languages, Literatures, and Cultures 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 Chair of the Languages, Literatures, and Cultures Department 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

The department provides student-tutoring services for introductory French, German, and Spanish classes. For more information, contact the Department of Languages, Literatures and Cultures.

## Minor in Spanish

### Prerequisites

ASPA 210 Intermediate Spanish or by placement

**Language Component** ..... 6  
ASPA 316 Conversation and Composition  
ASPA 317 Advanced Spanish Conversation and Composition

**Culture Component** ..... 6  
ASPA 303 Latin American Culture and Civilization  
ASPA 319 Spanish Peninsular Culture and Civilization

**Literature Component** ..... 3  
EITHER ASPA 320 Survey of Latin American Literature, or  
ASPA 321 Survey of Latin American Literature II, or  
ASPA 340 Survey of Peninsular Literature

**Spanish Elective** ..... 3  
Any Spanish course numbered 300 and above, including ASPA 388

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

## Add-On Teacher Certification in Spanish

Students can earn certification in Spanish through the "add-on" certification process. Initially certified individuals who complete 18 hours of electives in Spanish (210 and above) and pass the content area of the PRAXIS II exam can qualify for certification in Spanish. Students should consult with the Spanish program coordinator or the Head of the School of Education concerning specific requirements for add-on certification in Spanish.

## Course Descriptions

### Languages, Literatures, and Cultures

Introductory language courses are sequential (101, 102, 210); 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 placed into that level. It is not permissible for a student to enroll in one of the above courses with a lower number than any other course in that language which the student has successfully completed with a grade of C or better. (For example, enrolling in 101 after completing 102 with a grade of C or better will not be allowed.)

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

### French (AFRE)

**AFRE 101 Beginning French. (4)** (Prereq: Open to students who have not studied French previously or who place into this course) Study of the fundamentals of the language to develop an ability to read, write, speak, and understand spoken French at the most basic level as well as to be aware of cultural contexts.

**AFRE 102 Continuing French. (4)** (Prereq: C or better in AFRE 101 or by placement) Continuation of Beginning French with more intense practice in reading, writing, understanding and analyzing spoken French at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where French is spoken will also be included.

- AFRE 210 Intermediate French. (4)** (Prereq: C or better in AFRE 102 or by placement) Students will develop proficiency in French at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Among these skills are sustaining and concluding a conversation in French on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which French is spoken as well as on the geographic region in which this language is spoken.
- AFRE 300 Conversation and Composition. (3)** (Prereq: AFRE 210 or by placement) Intensive oral-aural practice in conversational French with emphasis on spontaneous discourse in French, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in French and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.
- AFRE 301 Advanced Conversation and Composition. (3)** (Prereq: AFRE 210 or by placement) Intensive study of conversations and written French using the multi-skills approach and on the techniques of writing extemporaneous, anecdotal, humorous, descriptive and controversial compositions using expanded vocabulary and advanced tenses and moods in French.
- AFRE 302 French Culture and Civilization. (3)** (Prereq: AFRE 300 or 301, or permission of instructor) Intensive study of the cultures and civilization of France from the Gauls, Romans, and Gallo-Roman civilization to the varied cultures which have combined to form modern France. Study of France's economic power, technological achievements, diplomatic presence, art, music, literature, film and cuisine, and its role in the evolving European union. Appreciation of the contemporary international influence of France in the economic, technical, diplomatic and artistic realms.
- AFRE 303 Francophone Culture and Civilization. (3)** (Prereq: AFRE 300 or 301, or permission of instructor) Intensive study of the cultures and civilizations of the francophone world, concentrating on the evolution of diverse cultures and their impact on present-day France. Exploration and discussion of the hybrid cultures which have evolved in these diverse areas resulting from the contact between the indigenous populations and the French settlers, French education and social structure. A comparison between Haiti, the world's first Black republic, and other Caribbean islands which have remained part of France with African countries which emerged in the last fifty years. The development in North Africa (e.g. Algeria) of an original culture melding Berber, Roman, Arabic and French influences, with reference to Algerian history, music, art and literature, as well as its contemporary impact on French culture. French communities in Louisiana, New England and Canada with an introduction to the study of Cajun/Creole French and its concomitant influence on the contemporary culture (food, music, art, etc.) of Louisiana and the rest of the U.S.
- AFRE 305 Survey of French Literature. (3)** (Prereq: AFRE 300 or 301, or permission of instructor) Reading, discussion, study and analysis of selected representative literature from French writers from the Middle Ages up to the present. Special attention will be given to the development of critical skills for literary analysis.
- AFRE 306 Survey of Non-Western French Literature. (3)** (Prereq: AFRE 300 or 301, or permission of instructor) Reading, discussion, and study of selected representative literature by French-language writers. Focus on the writings and cultures of the French Caribbean, French West Africa, North Africa, Southeast Asia and the Indian Ocean - countries such as Algeria, Tunisia, Senegal, Mali, the Democratic Republic of the Congo, Vietnam, Martinique, and Guadeloupe.
- AFRE 307 Women in France and the Francophone World. (3)** (Prereq: AFRE 300 or 301, or permission of instructor) Study of the role of women in France from the Middle Ages to the present and in the Francophone world of independent, mostly third-world French-speaking communities, as reflected in selected writings, films and music, as well as relevant magazine articles and press reports, by and about women. Discussion of the political, economic and social status of women, conflicts between modernization and tradition, empowerment and subservience, autonomy and community, patriarchy and equality.
- 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 language requirement. No previous knowledge of French necessary. (Satisfies the non-Western world studies requirement.)
- AFRE 397 The French Film Experience. (3)** An introduction to the rich and varied French cinema with emphasis on the New Wave, *film noir*, historical, epic and psychological drama. Will also consider recent experiments in post-modern, absurd or fantasy movies of the last decade. Includes one or more films from Africa. Films will be in French with English subtitles. Taught in English. No prior knowledge of French required.
- AFRE 398 Selected Topics in Translation. (1-4)** (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. (4)** (Prereq: Open to students who have not studied German previously or who place into this course) Study of the fundamentals of the language to develop an ability to read, write, speak, and understand spoken German at the most basic level as well as to be aware of cultural contexts.
- AGER 102 Continuing German. (4)** (Prereq: C or better in AGER 101 or by placement) Continuation of Beginning German with more intense practice in reading, writing, understanding and analyzing spoken German at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where German is spoken will also be included.

**AGER 210 Intermediate German. (4)** (Prereq: C or better in AGER 102 or by placement) Students will develop proficiency in German at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Among these skills are sustaining and concluding a conversation in German on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which German is spoken as well as on the geographic region in which this language is spoken.

**AGER 300 Conversation and Composition. (3)** (Prereq: AGER 210 or by placement) Intensive oral-aural practice in conversational German with emphasis on spontaneous discourse in German, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in German and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.

**AGER 301 Advanced German Conversation and Composition. (3)** (Prereq: AGER 210 or by placement) Intensive study of conversation and written German using the multi-skills approach and on the techniques of writing extemporaneous, anecdotal, humorous, descriptive and controversial compositions using expanded vocabulary and advanced tenses and moods in German.

**AGER 303 German Culture and Civilization. (3)** (Prereq: AGER 300 or 301, or consent of instructor) Intensive study of the Germanic cultures and civilizations, concentrating on the evolution of High and Low German; the development of the conditions that led to the downfall of the Berlin Wall; the current immigration into Germany by a variety of people, particularly from East Germany; world-changing issues like the Holocaust; and the current and traditional impact of German economic power on other European countries and on the USA.

**AGER 305 Survey of German Literature. (3)** (Prereq: AGER 300 and 301, or by placement) Reading, discussion, study and analysis of selected representative literature from German writers beginning from Middle Ages up to the present. Special attention will be given to the development of critical skills for literary analysis.

**AGER 395 Selected Topics. (1-4)** (Prereq: AGER 103, or permission of instructor, or by placement exam) Intensive study of selected topics of German and the German-speaking world, with specific topics announced for each offering of the course.

**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. (1-4)** (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. (4)** (Prereq: Open to students who have not studied Italian previously or who place into this course) Study of the fundamentals of the language to develop an ability to read, write, speak and understand spoken Italian at the most basic level as well as to be aware of cultural contexts.

**AITL 102 Continuing Italian. (4)** (Prereq: C or better in AITL 101 or by placement) Continuation of Beginning Italian with more intense practice in reading, writing, understanding and analyzing spoken Italian at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Italian is spoken will also be included.

#### Latin (ALAT)

**ALAT 101 Beginning Latin. (4)** (Prereq: Open to students who have not studied Latin previously or who place into this course) Study of the fundamentals of the language at the most basic level with an emphasis on reading Latin as well as enriching one's English vocabulary and examining the cultural context of Latin (e.g., Roman way of life, art, architecture, history, literature, etc.). The evolution of modern European languages from Latin will also be studied.

**ALAT 102 Continuing Latin. (4)** (Prereq: C or better in ALAT 101 or by placement) Continuation of Beginning Latin with more intense practice in reading, writing, understanding and analyzing Latin at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Latin was developed will also be included.

**ALAT 210 Intermediate Latin. (4)** (Prereq: C or better in ALAT 102 or by placement) Students will develop proficiency in Latin at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Emphasis will also be placed on knowledge of the historical constructs in which Latin was used and on the geographic regions in which this language was developed.

#### Spanish (ASPA)

**ASPA 101 Beginning Spanish. (4)** (Prereq: Open to students who have not studied Spanish previously or who place into this course) Study of the fundamentals of Spanish to develop an ability to read, write, speak, and understand spoken Spanish at the most basic level as well as to be aware of cultural contexts.

**ASPA 102 Continuing Spanish. (4)** (Prereq: C or better in ASPA 101 or by placement) Continuation of Beginning Spanish with more intense practice in reading, writing, understanding and analyzing spoken Spanish at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Spanish is spoken will also be included.

**ASPA 210 Intermediate Spanish. (4)** (Prereq: C or better in ASPA 102 or by placement) Students will develop proficiency in Spanish at the Intermediate High level or above through the use and intense practice of

multiple linguistic skills. Among these skills are sustaining and concluding a conversation in Spanish on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which Spanish is spoken as well as on the geographic regions in which this language is spoken.

- ASPA 303 Latin American Culture and Civilization. (3)** (Prereq: ASPA 316 and 317, or by placement) Study of the religious, historical, political, social and economic organizations of the three important pre-Colombian tribes and an analysis of the impact that these cultural entities have had on contemporary Latin American Culture and Civilization. Study of the cultural changes caused in Latin America by the conquest. Study of the impact of western capital investments on Latin America and finally, an analysis of current Latin American-USA relationships, emphasizing historical and contemporary US military interventions in Latin America. Satisfies the Non-Western world studies requirement.
- ASPA 308 Art, Literature and Film of U.S. Latinos. (3)** (Prereq: ASPA 316 and 317, or consent of instructor) Reading, study and analysis of selected visual art, literature and film by US Latinos from the many Latino communities of the USA, such as Dominicans, Puerto Ricans, Mexicans and Cubans. Emphasis will be placed on contemporary representative works of each of the above genres and on discussions and analysis of the selected works.
- ASPA 312 Spanish for Medical Personnel. (3)** This course will enable pre-med students, nurses, doctors and other health-care professionals to communicate effectively with the Latino patient, in and out of the United States, in the course of their daily work. The course will prioritize communicative skills in Spanish through the use of diverse and contemporary second-language acquisition pedagogy, including personalized questions/answers, focused role-play, translation and interpretation exercises and technology-based activities. May be taught as a ten to twelve day immersion course during the regular semester, including Maymester, or during the summer or spring breaks. Cannot be used to fulfill second language requirements.
- ASPA 313 Spanish for Teachers. (3)** This course will present to elementary and secondary student-teachers and regular full-time teachers specialized vocabulary, grammar and cultural information that will allow them to communicate effectively with the Latino students and their parents in the course of their interaction. This course will emphasize communicative skills and realistic role-playing activities that will focus on everyday classroom vocabulary, on social/personal situations that enhance the learning environment and on familial constructs that address the issue of communication between the teacher and the Latino student. May be taught as a ten to twelve day immersion course during the regular semester, including Maymester or during the summer or spring breaks. Cannot be used to fulfill second language requirements.
- ASPA 314 Spanish for Public Service. (3)** This course develops oral and aural proficiency in public service-related interactions where Spanish is the principal means of communication through practical situations
- and role-playing. The course studies multicultural awareness and understanding of Latino attitudes. May be taught as a ten to twelve day immersion course during the regular semester, including Maymester, or during the summer or spring breaks. Cannot be used to fulfill second-language requirements.
- ASPA 315 Spanish for Business and Finance. (3)** Study of grammar, culture and specialized vocabulary that professionals in business, commerce and finance will need to be able to communicate effectively with the Latino community, in and out of the United States, as they fulfill their daily work-related obligations. The course will emphasize communicative skills in the Spanish language and will include a variety of pedagogical strategies, such as personalized questions, cultural role-play, translation and interpretation exercises and technology-based activities all designed to enhance the participant's knowledge of functional Spanish for business. May be taught as a ten to twelve day immersion course during the regular semester, including Maymester, or during the summer or spring breaks. Cannot be used to fulfill second language requirements.
- ASPA 316 Conversation and Composition. (3)** (Prereq: ASPA 210 or by placement) Intensive oral-aural practice in conversational Spanish with emphasis on spontaneous discourse in Spanish, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in Spanish, and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.
- ASPA 317 Advanced Spanish Conversation and Composition. (3)** (Prereq: ASPA 210 or by placement) Intensive study of conversation and written Spanish using the multi-skills approach and the techniques of writing extemporaneous, anecdotal, humorous, descriptive and controversial compositions using expanded vocabulary and advanced tenses and moods in Spanish.
- ASPA 318 Spanish Linguistics. (3)** (Prereq: any ASPA 300 level course) Introduction to Spanish linguistics. Emphasis on phonology, pronunciation, semantics and syntax. The historical, regional and social variations of the Spanish language and their practical and global applications will be studied and analyzed.
- ASPA 319 Spanish Peninsular Culture and Civilization. (3)** (Prereq: ASPA 316 and 317, or by placement) Study of the different cultures of Spain, beginning with the Iberian tribes and continuing with the Romans, the Visigoths, the Arabs and up to the contemporary culture and civilization. Study of the impact that these different cultures have on Spanish traditional and contemporary culture. Study of the classical and contemporary art of Spain and its major national and international influences.
- ASPA 320 Survey of Latin American Literature. (3)** (Prereq: ASPA 316 or 317, or by placement) Reading, discussion and study in all literary genres of selected representative works of Latin American writers, beginning from the pre-Columbia period up to the late nineteenth century. Special emphasis will be given to the development of critical skills for literary analysis.

- ASPA 321 Survey of Latin American Literature II. (3)** (Prereq: ASPA 316 and 317, or by placement) Reading, discussion, and study of selected representative works of Latin American writers, beginning from the late nineteenth century up to the present. Special emphasis will be given to the development of critical skills for literary analysis.
- ASPA 340 Survey of Peninsular Literature. (3)** (Prereq: ASPA 316 or 317, or by placement) Reading, discussion and study in all literary genres of selected representative works of Spanish Peninsular literature, beginning from the Middle Ages up to the present. Special emphasis will be given to the development of critical skills for literary analysis.
- ASPA 380 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. This course does not apply towards a Spanish minor. Cannot be used to satisfy the language requirement. (Satisfies the non-Western world studies requirement.)
- ASPA 388 Selected Non-Western Topics in Translation. (1-4)** (Prereq: AEGL 102) Taught in English. An intensive, critical study of selected topics in literature, culture, and civilization. Topics will address primarily Latin American issues. Specific topics will be announced each semester. May be repeated with permission of instructor. Cannot be used to satisfy language requirement. (Satisfies the non-Western world studies requirement.)
- ASPA 397 Hispanic Film. (3)** (Prereq: AEGL 102) The course will be taught in English and the films will have English subtitles. An introduction to Hispanic film with emphasis on its artistic, social, political, and cultural contexts. Students will analyze a variety of classic and contemporary films from Latin America, Spain, and the United States. (Satisfies the non-Western world studies requirement)
- ASPA 399 Independent Study. (1-6)** (Prereq: permission of instructor)
- ASPA 426 Afro-Hispanic Literatures. (3)** (Prereq: ASPA 311) The course is an interdisciplinary approach to the confluence of African and Hispanic cultures in the Caribbean and continental regions. Readings and discussion of works in their cultural, historical, literary, and socio-economic context. (Satisfies the non-Western world studies requirement.)
- ASPA 488 Selected Non-Western Topics. (1-4)** (Prereq: ASPA 316 or ASPA 317, or permission of instructor) An intensive study of classical and contemporary Latin American topics in language, literature, literary theory, and culture and civilization. Topics will be announced in advance. (Satisfies the non-Western world studies requirement.)
- ASPA 498 Selected Topics. (1-4)** (Prereq: ASPA 309 or permission of instructor) An intensive study of selected topics in literature, language, culture, civilization and theory. Specific topics will be announced each semester.

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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, *Carolina Trustee Professor, John and Mary P. Grew Chair in American Studies*
- William S. Brockington, Jr. (History), Ph.D., University of South Carolina, 1975
- Elaine Lacy (History), Ph.D., Arizona State, 1991, *Strom Thurmond Chair in Political Science or History*
- Valdis O. Lumans (History), Ph.D., University of North Carolina at Chapel Hill, 1979, *Cleora Toole Murray Chair in History*
- Girma Negash (Political Science), Ph.D., University of Colorado, 1982

**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*
- Blanche Premo-Hopkins (Philosophy), Ph.D., Marquette University, 1974

**Assistant Professors**

- Martin Scott Catino (History), Ph.D., University of Southern Mississippi, 2003
- Steven P. Millies (Political Science), Ph.D., Catholic University of America, 2003
- Maggi M. Morehouse (History), Ph.D., University of California-Berkeley, 2001

**Lecturers**

- Joseph C. Elliott (History), M.A., Appalachian State University, 1970
- Alexia J. Helsley (History), M.A., University of South Carolina, 1974
- Julian L. Mims (History), Ph.D., University of South Carolina, 2003

**Distinguished Professor Emeritus**

- W. Calvin Smith (History), Ph.D., University of North Carolina at Chapel Hill, 1971

**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 31, "Academic Regulations") and either a minor (18 hours) in a discipline other than the major discipline, or a cognate (12 hours), consisting of advanced courses in at least two different disciplines related to the student's major interest. Political Science and History majors who either have a completed degree in another field, or are working on another degree concurrently, or have declared a double major, are not required to have a minor or cognate as a requirement for graduation. All course work counting towards the major, minor or cognate must be completed with at least a C grade. Courses in which a grade less than C is made may be repeated. Electives, courses not counting towards the general education requirements, major requirements, or either the minor or cognate, should be chosen to provide the student with the broadest possible education. Developmental courses will not count toward the 120 hour requirement for a bachelor's degree in this department. The maximum number of credit hours for activities courses accepted for credit towards a Political Science or a History degree is four. The department chair will determine the applicability of all transfer courses towards degrees granted in the department. Transfer students working towards a degree in History or Political Science must take a minimum of 12 hours of major requirement courses at 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.

### 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 <sup>3</sup> .....	6
Applied Speech Communication <sup>4</sup> .....	3
Languages <sup>5</sup> .....	6-8

<b>B. Methods and History of Disciplines<sup>6</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 <sup>7</sup> (at least two areas) .....	12
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym)	
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>8</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>

### **Total hours required<sup>6</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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
  - <sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342.
  - <sup>5</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.
  - <sup>8</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</b> <sup>1</sup> .....	<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
Languages <sup>5</sup> .....	6-8
<b>B. Methods and History of Disciplines</b> <sup>6</sup> .....	<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 <sup>7</sup> (at least two areas) .....	12
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym) .....	
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 level .....	3
Political Theory 300 level or above .....	3
Public Administration 300 level or above .....	3

### Option #1: Comprehensive Political Science:

Any Political Science 300 level or above ..... 12  
For those who qualify, an approved APLS 500 - Senior Honors Thesis<sup>8</sup>.

### 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, 461, 463, approved 493 or 494 courses, and for those who qualify, an approved APLS 500 - Senior Honors Thesis<sup>8</sup>.

### 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<sup>8</sup>.

### Option #4: Public Service:

Four of the following Political Science courses ..... 12  
APLS 322, 353, 370, 373, 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<sup>8</sup>.

<b>3. Cognate or Minor</b> .....	<b>12-18</b>
Cognate .....	12
Minor .....	18
<b>4. Free Electives</b> .....	<b>7-15</b>

**Total hours required**<sup>6</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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

<sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342.

<sup>5</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.

<sup>8</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 300 level or above .....	3
International Relations/Comparative Politics 300 level or above .....	3
Political Theory 300 level or above .....	3
Public Administration 300 level or above .....	3

**Total hours required** ..... **19**

## International Studies

### 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

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 436 Issues in African American History. (3)** A detailed examination of several issues in the history of African Americans. This course is intended to follow the more general survey of African American history with in-depth readings of key primary and secondary sources. Completion of AHST 435 is recommended as a background but is not required.
- 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 373 Women and Public Policy. (3)** Examination of how public policy affects women. A number of policy areas will be covered, including both a historical perspective and current issues. Focus is on the United States.
- 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 461 Congressional Politics. (3)** A study of the structure, organization, powers, functions, problems, and politics of the American Congress.
- APLS 463 Presidential Politics. (3)** A study of the organization, powers, roles, problems, and politics of the American Presidency.
- 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 satisfy 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 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: Sophomore or higher class standing) A study of the principles of moral conduct and of the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts. Study will include analysis of cases, literature, and film to elicit moral response and argument.
- APHL 312 Philosophy and Science. (3)** (Prereq: APHL 102 or permission of instructor) This course introduces students to the intersection between science and philosophy. Topics include the analysis of scientific inference (induction) and the methods and theories contributed by science to our understanding of the world. Questions explored include the following: Can we justify claims made by scientific theories? What counts as scientific “truth?” What are “laws of nature” and how are they “discovered?” The course also addresses questions that both philosophers and scientists pursue through interdisciplinary exchange in the classroom.
- 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  
 Linda Qingling Wang (Geography), Ph.D., University of Wisconsin-Madison, 1997  
 Mark P. Whitaker (Anthropology), Ph.D., Princeton University, 1986

#### **Assistant Professors**

Ann Marie Popp (Sociology), Ph.D., S.U.N.Y.-Albany, 2003  
 Christine Wernet (Sociology), Ph.D., University of Akron, 2000

#### **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 once for a maximum of two 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 upper-level (300+) humanities, social and behavioral sciences, natural/physical sciences, mathematics, and/

or business courses and must be approved by the student's advisor. Students must earn a grade of C or higher in each cognate course. It is the student's responsibility to plan a suitable course of study for his/her goals and to consult frequently with a major advisor as to the selection of courses. A minor usually requires 18 hours of 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, 4</sup> .....	6
Applied Speech Communication <sup>5</sup> .....	3
Languages <sup>6</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 <sup>7</sup> (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym)	
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:</b> General core requirements: .....	32
ASCY 101, 310 <sup>8</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:</b> Criminology & Criminal Just. core requirements: 35	
ASCY 101, 310 <sup>8</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, 354, 355, 356, 358, 359, 400 (Internship in a criminal justice agency), 496, 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:</b> Human Services core requirements: .....	35
ASCY 101, 310 <sup>8</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, 496, 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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
  - <sup>5</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342.
  - <sup>6</sup> Two (2) semesters of the same language. See degree program requirements for Language study.
  - <sup>7</sup> For a list of courses that will meet the Humanities general education requirement, see page 31.
  - <sup>8</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:

- a) earn a grade of C or better in English 101 and 102.
- b) earn a grade of C or better in an applied speech course.
- c) submit two copies of major projects required in the major 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
<u>Two of the following:</u>	
AGRY 101 Geography of the Developed World .....	3
AGRY 102 Geography of the Developing World .....	3
AGRY 103 Introduction to Geography .....	3
<u>Two of the following:</u>	
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
<u>Three of the following*:</u> .....	
ASCY 350 Sociology of Delinquent Youth Behavior	
ASCY 353 Sociology of Crime	
ASCY 354 Crime: Myths and Misconceptions	
ASCY 356 Sociology of Law	
ASCY 358 Sociology of Corrections	
ASCY 359 Police and Society	
ASCY 400 Internship in a criminal justice agency	
<u>One of the following:</u> .....	
ASCY 507 Sociology of Social Control	3
ASCY 523 Sociology of Deviance	
ASCY 540 Criminological Theory	

\* Must include at least one from ASCY 350 & 353

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

## Minor in Sociology

#### Requirements:

ASCY 101 Introductory Sociology .....	3
<u>One of the following:</u> .....	
ASCY 310 Social Demography	3-4
ASCY 320 Individual and Society	
ASCY 497 Sociological Research Methods	
<u>One of the following:</u> .....	
ASCY 504 Social Stratification	3
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 Statistics 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)** General introduction to the field of sociology including the theoretical approaches, research methods and concepts such as culture, social structure, socialization, groups, organizations, social institutions, and social inequality. The "sociological imagination" will be used to apply these theories and ideas to everyday life.
- ASCY 301 Sociology of Gender Roles. (3)** (Prereq: C or better in 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: C or better in ASCY 101) A macro-level study of the family in the United States. Topics may include history of the family as an institution, the relationship of the family to other social institutions including politics and the economy, and social problems related to the contemporary family.
- ASCY 308 Sociology of Community. (3)** (Prereq: C or better in ASCY 101) Sociological approaches to the study of community. The classic studies of the community in the United States are covered along with an analysis of different types of communities and other topics such as neighborhood change, loss of community, communes and new communities, neighborhood associations, community organization, community action programs, and community development.

- ASCY 310 Social Demography. (4)** (Prereq: C or better in ASCY 101 and satisfactory completion of the 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 among population processes, society and culture, and the physical environment. Three lecture hours and three lab hours per week. (Satisfies non-Western world studies requirement)
- ASCY 320 Individual and Society. (3)** (Prereq: C or better in ASCY 101) Selected theories and methodology related to the impact of social influence on the individual. This micro-level approach to sociology includes topics such as symbolic communication, attribution theory, self-fulfilling prophecy, conformity, aggression and altruism.
- ASCY 340 Introduction to Social Problems. (3)** (Prereq: C or better in 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: C or better in ASCY 101) An analysis of the philosophy, history, theories, and social patterns surrounding delinquent youth behavior from a sociological perspective as well as an evaluation of the methods and policies designed to prevent and control delinquency.
- ASCY 351 Urban Sociology. (3)** (Prereq: C or better in ASCY 101) Introduction to the field of urban sociology. An analysis of the characteristics and functions of cities throughout history, urbanization in the United States, urban politics and economics, urban lifestyles, suburban trends, metropolitan problems, urban planning programs, and urbanization in other countries.
- ASCY 353 Sociology of Crime. (3)** (Prereq: C or better in ASCY 101) Analysis of the definitions, measurements, and social patterns surrounding criminal behavior from a sociological perspective. Classical and contemporary theories of crime causation and societal responses to crime, offenders, and victims.
- ASCY 354 Crime: Myths and Misconceptions. (3)** (Prereq: C or better in ASCY 101) Various myths and misconceptions surrounding crime and the criminal justice system, including the mythmakers, beneficiaries, and victims, are identified and critically examined as well as the functions and consequences of those myths and misconceptions.
- ASCY 355 Minority Group Relations. [=AANP 332] (3)** (Prereq: C or better in 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: C or better in 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: C or better in 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: C or better in 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: C or better in ASCY 101) Sociological approaches to medicine and health. An examination of the concepts of health and illness, the social epidemiology of disease, demographic and social factors affecting health, illness behavior, non-traditional medicine and healers, doctor-patient relations, the professionalization of medicine and social policy affecting health care.
- 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: C or better in ASCY 101) Sociological approaches to the definition and treatment of mental disorders. An analysis of mental illness throughout history, public and professional conceptions of mental disorders, models of causes and cures, demographic factors in the distribution of mental disorders, labeling theory and psychiatry, the personal experience of mental hospitalization, and the community mental health movement.
- 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: C or better in ASCY 101) Sociological perspectives with an emphasis on classical theories, such as those of Durkheim, Weber, Marx, and Simmel, are used to understand and critique society and human social behavior.
- ASCY 497 Sociological Research Methods. (4)** (Prereq: C or better in 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: C or better in ASCY 101) Theory and research related to social stratification. An analysis of stratification systems throughout history; the dimensions of class, race, and gender inequality in the United States; lifestyles of different classes; social mobility; and the causes of poverty.
- ASCY 506 Social Organizations. (3)** (Prereq: C or better in ASCY 101) Selected theoretical orientation, methodological procedures and illustrative substantive issues pertaining to organizations.
- ASCY 507 Sociology of Social Control. (3)** (Prereq: C or better in ASCY 101) Theories and issues relating to conformity in human interaction, including both formal and informal mechanisms of control found in the five basic social institutions: family, religion, education, the economy, and government.
- ASCY 523 Sociology of Deviance. (3)** (Prereq: C or better in ASCY 101) Systematic analysis of the interrelationships among the creation, involvement, recognition and control of deviance.
- ASCY 528 Family Diversity. (3)** (Prereq: C or better in 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: C or better in 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

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Jack Benjamin, Department Chair

**Professor**

Albin Beyer (Art), M.F.A., University of Arizona, 1980

**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

Michael Fowler (Graphic Design), Ed.D., University of Memphis,  
1996, *Mary D. Toole Chair in Art*

Richard Maltz (Music-Composition/Theory), D.M.A., University of  
South Carolina, 1991,

*Pauline F. O'Connell Chair in Fine Arts*

**Assistant Professors**

Cheryl Fryer (Music), D.M.A., University of North Texas, 2003

Paul Chet Longley (Theatre), M.F.A., University of Arkansas, 2000  
Debra Scott-Wiley (Theatre) M.F.A., University of South Carolina,  
1994

Joel Scrapper (Choral) D.M.A., University of Missouri - Kansas City,  
2006

Mary Virginia (Ginny) Southworth (Photography), M.F.A., Univer-  
sity of South Carolina, 1996

**Lecturers**

Katherine Brooks (Music-Percussion), M.A., Furman University,  
1982

Corey Burns (Dance), B.S., University of South Carolina Aiken,  
1996

William Clark (Music-Trumpet), M.A., Marshall University, 1959

Kenneth Courtney (Music-Organ), M.M., University of Southwest-  
ern Louisiana, 1984

Thomas Cremer (Music-Trombone/Euphonium), M.M., University  
of Kentucky, 1989

Don Dupee (Music-Organ), M.M.E., University of South Carolina,  
1980

William Foss (Music-Flute, Clarinet, Saxophone), M.M., Northwest-  
ern University, 1975

Mary Losey (Music-Piano), M.A., University of Michigan, 1978

Douglas Owens (Music-Woodwinds), M.M., University of South  
Carolina, 2002

Catherine Stapleton (Music-Voice), M.M., Manhattan School of  
Music, 1982

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

Darien Washington (Music-French Horn), M.M., University of  
Georgia, 2000

Martha Zakkary (Music-Voice), M.M., University of South Carolina,  
1996

**Distinguished Professor Emeritus**

William J. House (Psychology/Music-Clarinet), Ph.D., University of  
South Carolina, 1974; B.M. North Texas State University, 1968

## 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

#### 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 <sup>3</sup> .....	6
Applied Speech Communication <sup>4</sup> .....	3
Languages <sup>5</sup> .....	6-8

##### B. Methods and History of Disciplines<sup>6</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 <sup>7</sup> (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym)	
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 minimum of 18 major requirement hours must be taken at USC Aiken. A grade of C or better must be earned in ALL major requirement courses.**

##### A. Fine Arts Survey Requirement<sup>8</sup> ..... 3-9

One course must be taken from each area:  
AARH 105, 106  
AMUS 173, 175  
ATHE 161

##### B. Fine Arts History Requirement ..... 9

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

##### C. Fine Arts Theory, Performance, and/or Studio ..... 24

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

#### 3. Cognate or Minor ..... 12-18

Cognate .....	12
Minor .....	18

#### 4. Free Electives ..... 8-22

#### Total hours required<sup>6</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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

<sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342.

<sup>5</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.

<sup>8</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 <sup>3</sup> .....	6
Applied Speech Communication <sup>4</sup> .....	3
Languages <sup>5</sup> .....	6-8

##### B. Methods and History of Disciplines<sup>6</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 <sup>7</sup> (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym)	
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 minimum of 18 major requirement hours must be taken at USC Aiken. A grade of C or better must be earned in ALL major requirement courses.**

- A. Fine Arts Survey Requirement<sup>8</sup> ..... 3**  
One course from the following:  
AARH 105, 106  
AMUS 173, 175  
ATHE 161
- B. Fine Arts History Requirement<sup>8</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>6</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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.  
<sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342.  
<sup>5</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.  
<sup>8</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.

**Bachelor of Arts—Major in Music Education**

**1. General Education Requirements ..... 52**

- AEGL 101 Composition (C or better) ..... 3
- AEGL 102 Composition and Literature (C or better) ..... 3
- ACOM 201 Interpersonal Communication or ACOM 241 Public Speaking ..... 3
- AMUS 371 History of Western Music I ..... 3
- AMUS 175 World Music ..... 3
- ATHE 161 Introduction to Theater Art or one of AARH 105, 106, 206, 312, 335 ..... 3
- AHST 101 or 102 History of Civilization ..... 3
- APLS 201 American National Government or AHST 201 or 202 United States History ..... 3
- Languages (2 semesters of the same language) ..... 8

- Biological Science with lab ..... 4
- Physical Science with lab ..... 4
- Social Science electives ..... 6
- Math/Statistics/Logic<sup>1</sup> ..... 6

**2. Pre-professional Education Requirements (C or better) .....7-8**

- AEDC 310 Observation and Analysis in the Clinical Setting (1) or AEDS 311 Introduction to Adolescent Education (2) or AEDC 110L Clinical Experience (1) ..... 1-2
- AEDF 321 Dynamics of American Public Education ..... 3
- AEDP 330 Lifespan Growth and Development ..... 3

**3. Professional Education Requirements (C or better) ..... 23**

**A minimum of 36 hours of Professional Education and Subject Area Requirements must be taken at USC Aiken.**

- AEDM 446 Music Curriculum Design and Learning Strategies ... 3
- AEDM 456 Teaching Choral in the High School or AEDM 457 Teaching Instrumental Music in the High School ..... 3
- AEDM 460 Practicum I ..... 1
- AEDM 462 Practicum II ..... 1
- AEDM 470 Internship in Music Education ..... 12
- AEDM 476 Senior Seminar ..... 3

**4. Subject Area Requirements (C or better) ..... 52-53**

- AMUS 100\* Recital Class (Pass/Fail) ..... 0
- AMUS 195 Music Technology ..... 2
- AMUS 196, 197, 296, 297 Music Theory and Aural Techniques I - IV ..... 16
- AMUS 397 Orchestration and Arranging ..... 2
- AMUS 398 Form and Analysis ..... 2
- AMUS 372 History of Western Music II ..... 3
- AMUS 330 Conducting ..... 1
- AMUS 331 Advanced Conducting ..... 2
- Ensemble Performance\*\* ..... 7
- Private Instruction in principal area ..... 14
- Methods courses\*\*\*: ..... 3-4
- Vocal students (AMUS 204, one from AMUS 214, 243, 253, 263)  
Instrumental students - Band (AMUS 203, 214, 253, 263)  
Instrumental students - Strings (AMUS 203, 243, one from 214, 253, 263)

**5. Electives ..... 1-2**

**Total hours required.....136-138**

\*Upon admission to the music education program, majors will be required to attend a minimum of 75% of recitals, concerts, opera and musical theater productions, and other performances programmed by the department each semester that they are enrolled. Students enrolled in AEDM 470 Internship in Music Education are exempt.

\*\*Instrumental music education majors must take 3 hours of Athletic Band.

\*\*\*AMUS 203 Voice Instruction and Methods (1), AMUS 204 Diction (2), AMUS 214 Percussion Instruction and Methods (1), AMUS 243 String Instruction and Methods (1), AMUS 253 Woodwind Instruction and Methods (1), AMUS 263 Brass Instruction and Methods (1)

<sup>1</sup> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

## 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 service or social enjoyment, the student will find our music program to be challenging, rewarding and uniquely adaptable to individual needs. Students may choose from a spectrum of courses including Music Theory, History of Western Music, World Music, private instrumental and vocal instruction, Conducting and Composition. Performing ensembles include the University Concert Choir, Acappella Choir, Masterworks Chorale, University Concert Band and Pep Band. Each ensemble presents a series of concerts for the university and community at large. Our classrooms, practice and performance facilities are conducive to helping students achieve high standards of artistic and academic standards. Students are also given the opportunity to hear world renowned professional artists, such as Wynton Marsalis, perform at the Etheredge Center, the performing arts facility. Faculty members are experienced practitioners who reflect a wide range of expertise in music and are dedicated to helping students achieve musical excellence.

### Minor in Music

#### Requirements:

Music Theory .....	4
AMUS 196 Music Theory and Aural Techniques I	
Music History .....	3
Select from:	
AMUS 371 History of Western Music I	
AMUS 372 History of Western Music II	

Select 1 of the following 3 options: .....

- Theory: AMUS 197 Music Theory and Aural Techniques II and 2 hours from Private Instruction
- History: AMUS 371 or 372 (whichever wasn't selected from Music History) and 3 hours from Private Instruction

C. Performance: select 2 ensemble hours in addition to the 2 ensemble hours required of all minors, and 4 hours of Private Instruction

Private Instruction (minimum of 2 semesters on one instrument or voice)

\*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 .....

\*\*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 392B Chamber Ensemble

Piano Instruction .....

\*\*\*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

Grounded in more than 2000 years of traditions and driven by new visions and technology, the USCA Theatre Program is dedicated to giving students a comprehensive theatre education. Students explore all areas of theatre, both on and off stage. A professionally active faculty, strong classes, internships and a cutting-edge production program all help to prepare students for the theatre of the 21st century. The USCA Theatre Program enriches the cultural life of the community through the presentation of a variety of theatrical productions. Various acting styles, design theories and new technologies are studied in the class room and applied to the department's productions. USCA is an institutional member of the South Carolina Theatre Associate, the Southeastern Theatre Conference, the Associate of Theatre in Higher Education and an active participant in the Kennedy Center/American College Theatre Festival.

### Minor in Theatre

#### Requirements:

ATHE 151 Fundamentals of Theatrical Production .....	3
ATHE 170 Beginning Acting .....	3
ATHE 361 or 362 History of Theatre I or II* .....	3
One ATHE Course from a sequence of courses ending in the 50's ..	3
One ATHE Course from a sequence of courses ending in the 70's ..	3
Three lab courses from the 220 sequence .....	3

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

\*Theatre History I or II has a prerequisite of ATHE 161 Introduction to Theatre. Students are advised to use ATHE 161 to fulfill three hours of the Humanities General Education requirement.

## Course Descriptions

### Art History (AARH)

- AARH 105 History of Western Art I. (3)** The visual arts from Paleolithic times to the Renaissance.
- AARH 106 History of Western Art II. (3)** The visual arts from the Renaissance to the present.
- AARH 206 History of American Art. (3)** A survey of art in America from 1860 to the present.
- AARH 250 History of Western Architecture. (3)** Architectural design from ancient Egypt to the present.
- AARH 251 History of Oriental Architecture. (3)** Architectural design of China, Japan, and India. Satisfies the Non-Western World Studies requirement.
- AARH 312 History of Greek Art. (3)** A survey of architecture, painting and sculpture of the Cycladic through Hellenistic periods.
- AARH 335 History of Twentieth Century Art. (3)** A survey of architecture, painting and sculpture in the 20<sup>th</sup> century.
- AARH 397 Topics in Non-Western Art History. (3)** Intensive studies in selected non-Western artists and movements. Specific topics to be announced each semester/year. Satisfies the non-Western world studies requirement.
- AARH 398 Topics in Art History. (3)** Intensive studies in selected artists or movements. Specific topics to be announced each semester/year.
- AARH 399 Independent Study (1-3).** (Prereq: Consent of Instructor). An independent research project that will culminate in a term paper. Topics must be approved by the supervising professor.

### Art Studio (AART)

- AART 102 Introduction to Visual Arts Computing. (3)** A foundation level course in the use of personal computers and discipline related software as aids in visual design. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- AART 103 Fundamentals of Art I. (3)** Introduction to visual thinking and principles of two-dimensional design.
- AART 104 Fundamentals of Art II. (3)** Introduction to visual thinking and principles of three-dimensional design. (AART 103 is not a prerequisite for AART 104.)
- AART 111 Basic Drawing I. (3)** Introduction to the materials and basic techniques of drawing.
- AART 112 Basic Drawing II. (3)** Introduction to the materials and basic techniques of drawing. (AART 111 is a prerequisite for AART 112.)
- AART 145 Introduction to Graphic Design. (3)** An introduction to design as applied to the field of advertising art. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

- AART 210 Introduction to Painting. (3)** (Prereq: AART 111 or consent of instructor) An introductory course in the materials and techniques of painting.
- AART 215 Introduction to Printmaking. (3)** (Prereq: AART 103 or consent of instructor) An introductory course in printmaking.
- AART 220 Introduction to Ceramics. (3)** (Prereq: AART 104 or consent of instructor) Experiences in forming, decorating, glazing and firing.
- AART 232 Life Drawing I. (3)** (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.
- AART 245 Graphic Design Techniques. (3)** (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 100 Recital Class. (0)** Upon admission to the music education program, majors will be required to attend a minimum of 75% of recitals, concerts, opera and musical theater productions, and other performances programmed by the department each semester that they are enrolled. Students enrolled in AEDM 470 Internship in Music Education are exempt. Pass/fail.
- 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 Athletic Band I. (1)** 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 187 Jazz Ensemble. (1)** (Prereq: Permission of instructor; Coreq: AMUS 184 (for music education and fine arts majors only)) Rehearsal and performance of jazz ensemble music. May be repeated for degree credit for a total of two hours.
- AMUS 188 A Cappella Choir. (1)** (Prereq: By Audition; Coreq: AMUS 185) The student will study and apply concepts of a cappella singing through the preparation and public performance of a wide variety of traditional and contemporary a cappella music. May be repeated for degree credit for a total of two hours.
- AMUS 195 Music Technology. (2)** (Prereq: AMUS 197) Introductory course in the application of music technology. Topics include sound synthesis, individual projects in computer composition and performance, computer-assisted instruction in music, music notation, music sequencing and MIDI (musical instrument digital interface), sampling, and multimedia. This course contains a substantial technology component.
- AMUS 196 Music Theory and Aural Techniques I. (4)** Written and analytical applications of major and minor scales and harmonic structures to principles of voice leading, part-writing in root position, harmonic progression, musical form, and species counterpoint as examined and evaluated in representative repertoire of the 16th-18th Century. Application of functional keyboard skills appropriate to level of study. Computer-assisted instruction.
- AMUS 197 Music Theory and Aural Techniques II. (4)** (Prereq: AMUS 196 with grade of C or better) A continuation of and expansion on the techniques and materials presented in AMUS 196. Written and analytical applications include tonal organization in music of the 18th and 19th centuries with emphasis on triads in first and second inversion, musical form, non-chord tones, uses of dominant seventh chord, and secondary dominant chords. Application of functional keyboard skills appropriate to level of study. Computer-assisted instruction.
- AMUS 203 Class Voice Instruction and Methods. (1)** (Prereq: Admission to the Professional Program in Music Education) Instruction includes study of repertoire, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual voice.
- AMUS 204 Diction. (2)** A study of the physical factors in the production of vowel and consonant sounds in Italian, Latin, French and German. Emphasis is on accuracy and clarity in pronunciation for singers aided by the study of phonetics and the international phonetic alphabet.
- AMUS 214 Class Percussion Instruction and Methods. (1)** (Prereq: Admission to the Professional Program in Music Education) Instruction includes study of repertoire, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.
- AMUS 243 Class String Instruction and Methods. (1)** (Prereq: Admission to the Professional Program in Music Education) Instruction includes study of repertoire, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.
- AMUS 253 Class Woodwind Instruction and Methods. (1)** (Prereq: Admission to the Professional Program in Music Education) Instruction includes study of repertoire, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.
- AMUS 263 Class Brass Instruction and Methods. (1)** (Prereq: Admission to the Professional Program in Music Education) Instruction includes study of repertoire, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.
- AMUS 283 Athletic 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: 2 semesters of AMUS 187 or permission of instructor; Coreq: AMUS 284 (for music education and fine arts majors only)) Continued rehearsal and performance of jazz ensemble music. May be repeated for degree credit for a total of two hours.

- AMUS 288 A Cappella Choir II. (1)** (Prereq: AMUS 188 and by audition; Coreq: AMUS 285) Continued study and application of concepts of a cappella singing through the preparation and public performance of a wide variety of traditional and contemporary a cappella music. May be repeated for degree credit for a total of two hours.
- AMUS 296 Music Theory and Aural Techniques III. (4)** (Prereq: AMUS 197 with grade of C or better) A continuation of and expansion on the techniques and materials presented in AMUS 197. Written and analytical applications of secondary leading-tone chords, diatonic common-chord modulations, advanced modulations, binary and ternary forms, mode mixture, Neapolitan chord, augmented sixth chords, and enharmonic modulations. Introduction to orchestration. Application of functional keyboard skills appropriate to level of study. Computer-assisted instruction.
- AMUS 297 Music Theory and Aural Techniques IV. (4)** (Prereq: AMUS 296 with grade of C or better) A continuation of and expansion on the techniques and materials presented in AMUS 296. Written and analytical applications of extended chords, shifting keys, expanded tonality, Impressionism, pan-diatonicism, set theory, twelve tone technique, total serialization, and aleatory music. Application of functional keyboard skills and orchestration appropriate to level of study. Computer-assisted instruction.
- 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. (1)** (Prereq: AMUS 296) Basic conducting technique for use with vocal and instrumental ensembles. Course covers fundamentals such as beat patterns, baton technique, transpositions, clef reading, keyboard realization, score reading and analysis, cueing, subdivisions, fermatas, releases, and interpretation. The class will function as an ensemble, and each student will conduct repertoire of varied style periods approximately once each week. Peer and self-evaluation through observation and video tapes. Effective rehearsal strategies and organizational matters will be addressed.
- AMUS 331 Advanced Conducting. (2)** (Prereq: AMUS 330) Advanced conducting technique for use with vocal and instrumental ensembles. Course covers conducting accompaniments, contemporary scores, performance techniques, logistical considerations, musical theater, and the jazz ensemble. The class will function as an ensemble, and each student will conduct repertoire of varied style periods approximately once each week. Peer and self-evaluation through observation and video tapes.
- 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 Athletic 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: 2 semesters of AMUS 287 or permission of instructor; Coreq: AMUS 384 (for music education and fine arts majors only)) Continued rehearsal and performance of jazz ensemble music. May be repeated for degree credit for a total of two hours.
- AMUS 388 A Cappella Choir III. (1)** (Prereq: AMUS 288 and by audition; Coreq: AMUS 385) Continued study and application of concepts of a cappella singing through the preparation and public performance of a wide variety of traditional and contemporary a cappella music. May be repeated for degree credit for a total of two hours.
- 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 397 Orchestration and Arranging. (2)** (Prereq: AMUS 297) Study of instrumentation and orchestration in various styles as applied to bowed and plucked string instruments, woodwinds, brass instruments, percussion, and keyboard instruments. Topics include transcription, transpositions, ranges, score analysis, score and part preparation, scoring for instrumental sections (alone and in combination), full orchestra and band. Includes individual projects in composition, arranging and orchestration.
- AMUS 398 Form and Analysis. (2)** (Prereq: AMUS 297) Traditional techniques of musical form and their applications in historical and contemporary styles. Forms examined include binary, ternary, rondo, sonata, concerto, ostinato, variations, suite, and fugue.
- AMUS 399 Independent Study. (1-6)** (Prereq: consent of instructor) Independent study in music.
- AMUS 483 Athletic 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: 2 semesters of AMUS 387 or permission of instructor; Coreq: AMUS 484 (for music education and fine arts majors only)) Continued rehearsal and performance of jazz ensemble music. May be repeated for degree credit for a total of two hours.
- AMUS 488 A Cappella Choir IV. (1)** (Prereq: AMUS 388 and by audition; Coreq: AMUS 485) Continued study and application of concepts of a cappella singing through the preparation and public performance of a wide variety of traditional and contemporary a cappella music. May be repeated for degree credit for a total of two hours.

#### Music Education (AEDM)

- AEDM 446 Music Curriculum Design and Learning Strategies. (3)** (Prereq: Admission to the Professional Program in Music Education; Coreq: AEDM 460) The historical, sociological, philosophical, and psychological foundations of P-12 curriculum development, planning, and learning strategy design. Emphasis will be placed upon current methodologies, problem-solving skills, and critical and creative thinking as a framework for music learning at all levels. Practical application of learning strategies will involve the use of modern media, technology, instruments, and other materials that facilitate the teaching-learning process. Course includes individual curriculum design project.
- AEDM 456 Teaching Choral Music in High School. (3)** (Prereq: Admission to the Professional Program in Music Education; Coreq: AEDM 462) Rehearsal strategies, procedures, materials and methods as they apply to teaching choral music in the high school. Student is required to work with a master teacher in the schools for selected activities in a corequisite practicum. Also open to music degreed students seeking teacher certification.
- AEDM 457 Teaching Instrumental Music in High School. (3)** (Prereq: Admission to the Professional Program in Music Education; Coreq: AEDM 462) Rehearsal strategies, procedures, materials and methods as they apply to teaching instrumental music in the high school. Student is required to work with a master teacher in the schools for selected activities in a corequisite practicum. Also open to music degreed students seeking teacher certification.
- AEDM 460 Practicum I. (1)** (Prereq: AEDC 310 or AEDS 311 or AEDC 110L and Admission to the Professional Program in Music Education; Coreq: AEDM 446) This course focuses on observation and analysis of classroom management practices, characteristics of the P-12 curriculum, and implementation of appropriate teaching strategies. The student is required to work in the schools with a master teacher in the student's subject field and in informal educational settings or community-based programs. Also open to music degreed students seeking certification.
- AEDM 462 Practicum II. (1)** (Prereq: AEDM 460; Coreq: AEDM 456 or AEDM 457) In this course, students will participate in supervised application of classroom instructional methods, evaluative techniques and classroom management skills in clinical settings. The student is required to work in the schools with a master teacher in the student's subject field and in informal educational settings or

community-based programs. Also open to music degreed students seeking certification.

- AEDM 470 Internship in Music Education. (12)** (Prereq: Admission to the Professional Program and Internship in Music Education; Coreq: AEDM 476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.
- AEDM 476 Senior Seminar. (3)** (Prereq: Admission to the Professional Program and Internship in Music Education; Coreq: AEDM 470) The synthesis and critical evaluation of professional studies in music education.

#### Theatre (ATHE)

- ATHE 151 Fundamentals of Theatrical Production. (3)** A survey of the basic skills required to participate safely and actively in the execution of design and technical elements of a theatrical production. Basic skill sets covered include costuming, lighting, sound, carpentry and painting.
- 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 Performance Laboratory. (1)** Supervised participation as a performer in a theatre production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of 2 credits).
- ATHE 221 Scene Studio Laboratory. (1)** Supervised participation as a scenic technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of 2 credits).
- ATHE 223 Lighting Studio Laboratory. (1)** Supervised participation as a lighting technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of 2 credits).
- ATHE 227 Costume Studio Laboratory. (1)** Supervised participation as a costume technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of 2 credits).
- ATHE 228 Stage Management Laboratory. (1)** Supervised participation as a Stage Manager in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of 2 credits).
- ATHE 229 Theatre Management Laboratory. (1)** Supervised participation in theatre management for theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of 2 credits).

- ATHE 251 Scenic Production Techniques. (3)** (Prereq: ATHE 151 or permission of the instructor; Coreq: ATHE 221) A study of the techniques and structural concepts involved in the execution of theatrical scenery, this course covers topics including: two and three-dimensional scenic units, overhead rigging, making and interpreting construction drawings and scene changing devices.
- ATHE 253 Stage Lighting Design and Technology. (3)** (Prereq: ATHE 151 or permission of the instructor; Coreq: ATHE 223) A study of the fundamental concepts and technology involved in the creation and execution of theatrical lighting designs, this course covers topics including: qualities and functions of stage lighting, distribution techniques, color theory, research techniques, instrumentation, design process, graphics, paperwork and electrical theory. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ATHE 254 Scenic Design and Theatrical Graphics. (3)** (Prereq: ATHE 151 or permission of the instructor) A study of the fundamental concepts and graphic techniques involved in the communication of theatrical scenic designs, this course covers topics including: design elements, research techniques, CADD drafting, perspective rendering and modeling techniques. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.
- ATHE 257 Theatrical Costume Design and Production. (3)** (Prereq: ATHE 151 or permission of the instructor; Coreq: ATHE 227) A study of the fundamental concepts, graphic techniques and construction methods involved in the communication and execution of theatrical costume designs, this course covers topics including: design elements, research techniques, history, rendering, patterning and stitching.
- ATHE 274 Beginning Modern Theatrical Dance. (1)** Fundamental skills and terminology through creative movement, patterns, and improvisation.
- ATHE 353 Lighting Design Studio. (3)** (Prereq: ATHE 253) A project-oriented study of lighting design techniques, this course concentrates on developing script analysis, research, and rendering techniques through mentored and collaborative project work.
- ATHE 354 Scenic Design Studio. (3)** (Prereq: ATHE 254) A project-oriented study of scenic design techniques, this course concentrates on developing script analysis, research, and rendering techniques through mentored and collaborative project work.
- ATHE 357 Costume Design Studio. (3)** (Prereq: ATHE 257) A project-oriented study of costume design techniques, this course concentrates on developing script analysis, research, collaboration and rendering techniques through mentored and collaborative project work.
- 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 453 Advanced Lighting Design Studio. (3)** (Prereq: ATHE 353) An advanced project-oriented study of lighting design techniques, this course concentrates on providing experience in a wide variety of theatrical genres (i.e. multi-set musicals, dance, opera and non-theatre events) through mentored and collaborative project work.
- ATHE 454 Advanced Scenic Design Studio. (3)** (Prereq: ATHE 354) An advanced project-oriented study of scenic design techniques, this course concentrates on providing experience in a wide variety of theatrical genres (i.e. multi-set musicals, dance, opera and non-theatre events) through mentored and collaborative project work.
- 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 457 Advanced Costume Design Studio. (3)** (Prereq: ATHE 357) An advanced project-oriented study of costume design techniques, this course concentrates on providing experience in a wide variety of theatrical genres (i.e. multi-set musicals, dance, opera

and non-theatre events) through mentored and collaborative project work.

- 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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**Academic Support**

- AFYS 101** **The First-Year Seminar. (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.

**Human Services**

- 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.)

**Humanities**

- 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).



# College of Sciences

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Edward J. Callen, Coordinator of the College Council

The College of Sciences consists of the Department of Biology and Geology; the Department of Chemistry and Physics; the Department of Exercise and Sports Science; the Department of Mathematical Sciences; the Department of Psychology, and the Ruth Patrick Science Education Center. The College offers the Bachelor of Science degree with majors in Biology, Chemistry, Exercise and Sports Science, Mathematics/Computer Science, 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, Exercise and Sports Science, 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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### Interim Director

Gary J. Senn (Science Education/Biology, Ph.D., Florida Institute of Technology, 1992)

### Mission Statement

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

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

### Services

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

#### Center of Excellence in Educational Technology (CEET) and the Dupont Planetarium

Director Gary J. Senn (Science Education/Biology), Ph.D., Florida Institute of Technology, 1992

#### CSRA Mathematics and Science Regional Center

Coordinator Gloria W. Allen (Mathematics), M.Ed., University of South Carolina, 1982

#### Allendale Professional Development School

Director Gwendolyn B. Johnson (Mathematics), M.Ed., University of South Carolina, 1982

#### RPSEC Hands-on Student Programs

Coordinator Deborah H. McMurtrie (Elementary Education), M.Ed., University of South Carolina, 1996

#### Traveling Science and Mathematics Demonstrations Program (TSM DP)

Director John Hutchens (Community and Occupational Programs in Education) M.Ed, University of South Carolina, 2001

## Science and Technology Enrichment Program (STEP)

Director Anne Bohnet (Interdisciplinary Master of Arts in Science Education), M.A., University of South Carolina, 2003

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## DEPARTMENT OF BIOLOGY AND GEOLOGY

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William H. Jackson, Jr., Department Chair

### Professors

Allen J. Dennis (Geology), Ph.D., University of South Carolina, 1989, *SCANA Chair in Physical Sciences*  
Hugh G. Hanlin (Zoology), Ph.D., Oregon State University, 1980  
William A. Pirkle (Geology), Ph.D., University of North Carolina, 1972  
Jeffrey M. Priest (Zoology/Wildlife Ecology), Ph.D., Southern Illinois University, 1986  
Harry E. Shealy, Jr. (Botany), Ph.D., University of South Carolina, 1972

### 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

Andrew R. Dyer, (Plant Ecology), Ph.D., University of California, Davis, 1996  
S. Michele Harmon, (Biology), Ph.D., University of South Carolina, 2003  
Laurel L. Hester, (Biology), Ph.D., University of Michigan (Ann Arbor), 2001  
William H. Jackson, Jr., (Immunology), Ph.D., Medical College of Georgia, 1995  
Derek A. Zelmer, (Biology), Ph.D., Wake Forest University, 1998

### 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  
Norris L. O'Dell (Biology), Ph.D., Medical College of Georgia, 1972, D.M.D., Medical College of Georgia, 1975  
Durward B. Pridgen (Anatomy), M.D., Bowman Gray School of Medicine, Wake Forest University, 1969  
Frank H. Syms (Geology), Ph.D., University of South Carolina, 2002  
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 Bachelor of Science and Bachelor of Arts degrees with a major in Biology. A minor in Biology, a minor in Geology, or three years of Geology curriculum transferable to other undergraduate institutions is also available. Both Biology and Geology also offer concentrations in a Bachelor of Interdisciplinary Studies degree.

## Department Goals

Students of Biology and Geology at USCA are provided the opportunity to understand concepts, conduct research, communicate ideas, and accept responsibilities in a scientific setting. Majors and non-majors study the history, laws, principles, and theories of Biological and/or Geological sciences. By graduation, students of Biology and Geology will have:

1. Worked productively within a group setting.
2. Used the scientific process to conduct and communicate research of scientific concepts in both oral and written format.
3. Discussed the history, principles, theories, and laws of Biological and/or Geological sciences.
4. Performed laboratory and/or field exercises.

## 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 perform other activities necessary to initiate and complete an independent scientific investigation culminating in written and oral reports;
3. a senior major field achievement test in Biology;
4. a senior exit interview; and
5. 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 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 Freshmen with ABIO 199 and continue through their Sophomore and Junior years with ABIO 299 and 399. The series culminates with a Senior Research course (ABIO 499). The Department also offers Special Topics courses (ABIO 598 and AGLY 398, 598) in addition to a research techniques lab course (ABIO 355) in response to student interest and faculty expertise. All majors are required to participate in our 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** ..... 55-62
  - A. **Skills and Competencies**<sup>1</sup> ..... 26-33
    - English 101 and 102<sup>2</sup> ..... 6
      - Composition/Composition and Literature
    - Math/Statistics/Logic ..... 6-13
      - (Biology majors **MUST** take a minimum of one Calculus course and one Statistics course as detailed below)
      - Calculus component:*
        - The calculus component can be satisfied by completing ONE of the following routes:
          - Placement into and successful completion of AMTH 141; or ..... 4
          - Placement into and successful completion of AMTH 122, or ..... 3
          - Placement into and successful completion of AMTH 111 followed by completion of AMTH 112 and AMTH 141; or ..... 10
          - Placement into and successful completion of AMTH 111 followed by completion of AMTH 122 ..... 6
        - Students who do not take the Math Placement Test are required to successfully complete AMTH 108 prior to beginning the Calculus component.
        - It is recommended that all incoming students take the Math Placement Test.
      - Statistics component: (choose one area)*
        - ASTA 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
      - Languages<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<sup>6</sup> (at least two areas) ..... 9
      - Philosophy (not logic), History, Literature, Fine Arts History, Selected Language courses, Humanities (AHUM acronym), Religion, Communications (Last two digits in 50s or 60s), Honors (AHON acronym)
    - History of Civilization (AHST 101 or AHST 102) ..... 3
    - American Political Institutions ..... 3
      - (APLS 201, AHST 201, or AHST 202)
2. **Major Requirements**<sup>7</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>8,9</sup> ..... 1-11**

**Total hours required<sup>10</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, and ACOM 342.
- <sup>4</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.
- <sup>7</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>8</sup> No more than three hours of activity courses may be counted as electives.
- <sup>9</sup> Physics 201 and 202 are highly recommended electives and are required for admission into some professional schools.
- <sup>10</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**

**1. General Education Requirements ..... 55-62**

**A. Skills and Competencies<sup>1</sup> ..... 26-33**

English 101 and 102<sup>2</sup> ..... 6

Composition/Composition and Literature

Math/Statistics/Logic ..... 6-13

(Biology majors **MUST** take a minimum of one Calculus course and one Statistics course as detailed below)

*Calculus component:*

The calculus component can be satisfied by completing ONE of the following routes:

Placement into and successful completion of AMTH 141; or ..... 4

Placement into and successful completion of AMTH 122, or ..... 3

Placement into and successful completion of AMTH 111 followed by completion of AMTH 112 and AMTH 141; or ..... 10

Placement into and successful completion of AMTH 111 followed by completion of AMTH 122 ..... 6

Students who do not take the Math Placement Test are required to successfully complete AMTH 108 prior to beginning the Calculus component.

It is recommended that all incoming students take the Math Placement Test.

*Statistics component: (choose one area)*

ASTA 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

Languages<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<sup>6</sup> (at least two areas) ..... 9

Philosophy (not logic),

History, Literature, Fine Arts History,

Selected Language courses,

Humanities (AHUM acronym), Religion,

Communications (Last two digits in 50s or 60s),

Honors (AHON acronym)

History of Civilization (AHST 101 or AHST 102) ..... 3

American Political Institutions ..... 3

(APLS 201, AHST 201, or AHST 202)

**2. Major Requirements<sup>7</sup> ..... 37-40**

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

**3. Cognate (courses that support the major) ..... 12**

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.

**4. Electives<sup>8,9</sup> ..... 7-15**

**Total hours required<sup>10</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, and ACOM 342.
- <sup>4</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.

<sup>7</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>8</sup> No more than three hours of activity courses may be counted as electives.

<sup>9</sup> Physics 201 and 202 are highly recommended electives and are required for admission into some professional schools.

<sup>10</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.

### **General Education Laboratory Requirement**

It is Department policy that students not enroll in one-hour independent study experiences to complete General Education Lab Science requirements. Exceptions will not be granted.

### **Course Descriptions**

#### **Biology (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)** A survey of human anatomy to include the development, histology and gross anatomy of human systems with a laboratory emphasis on gross anatomy. The organizational structure and integration of human systems are stressed. Required of students in exercise science, nursing and pre-pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week. (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, ACHM 111, or consent of instructor). 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 and 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 111) 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 101 and 102, ACHM 111) 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; Coreq: ABIO 499 for BS Biology majors) A seminar series designed to introduce students to current research in biology and geology through weekly seminars by faculty, visiting scientists, and USCA biology majors. This course is closely linked to ABIO 499 Senior Research: Biology and as such students will be required to work with a research mentor to pose a question of biological significance, prepare a proposal describing research expectations, and develop an experimental procedure for a biological research project. These written proposals will be evaluated by the biology faculty as well as the Seminar Instructor. In addition, Bachelor of Science in Biology students will prepare and participate in

oral presentations of their ongoing research projects. Bachelor of Arts in Biology students will prepare and participate in oral presentations of research proposals developed in consultation with biology/geology faculty. (Spring, Fall)

- 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. Students will work directly with a faculty mentor to pose a question of biological significance, write a proposal specifying research expectations, develop an experimental procedure, and collect and evaluate data. Students are required to present their data in both written and oral form. Ten laboratory hours per week. Research topic should be approved one semester prior to enrollment. Must be taken during the same semester of enrollment in ABIO 490 or AGLY 490 (Fall, Spring)
- ABIO 502 Advanced Cell/Molecular Biology. (3)** (Prereq: ABIO 350 or consent of instructor). A discussion of eukaryotic cell function associated with gene expression, protein processing, and signal transduction. Major topics include DNA replication and repair, eukaryotic gene structure and expression, RNA synthesis and processing, protein synthesis and processing, and cell signaling. Three lecture hours per week. (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 525 Conservation Biology. (3)** (Prereq: ABIO 370 and Junior Standing or consent of instructor) This course is designed to introduce students to the ways in which principles of the natural sciences and social issues are synthesized into conservation biology. During the course we will discuss how conservation biology can be used to conserve and protect biological diversity. The focus will be primarily on the biological issues, within the context of social, legal, or political considerations through which conservation programs are implemented. The intent of this course is to demonstrate how the tools of natural scientists like biologists, ecologists, and systematists can be applied to the solution of some practical problems in conservation biology.
- 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 531 Parasitology. (4)** (Prereq: ABIO 101, 102, and Jr. standing) Evolution, ecology, and diversity of parasitic animals and their relationship(s) with their host(s). Laboratory focuses on identification, life cycles, and pathogenicity of parasites of medical and veterinary importance. Three lecture and three laboratory hours per week. (Spring, odd years).
- 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 560 Aquatic Biology. (3)** (Prereq: ABIO 101, 102, and Jr. standing) Structure and function of flowing water habitats. Integrates aspects of chemistry, physics, hydrology, and ecology to provide a broad perspective on stream ecosystems. Laboratory with emphasis on field sampling, data collection and identification of stream macroinvertebrates. Field trips required. Three lecture and three laboratory 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 earth's 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 363 Geographic Information Systems (GIS) in the Sciences. (4)** (Prereq: AGLY 101 or AGLY 401, AND completion of the first (free) modules of on-line courses in "Understanding Map Projections and Coordinate Systems" & "Understanding Geographic Data" at [www.esri.com](http://www.esri.com)) Introduction to geographic data, and its use in an ArcGis software environment. Topics include map projections and coordinate systems, spatial data creation and collection methods, relational database design, GIS data management, personal geodatabases, the use of domains and subtypes, topology rules, spatial analysis, surface modeling and predictive modeling, case studies using GIS as a decision-making tool.
- 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. (4)** (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. Lab emphasizes basic principles of mapmaking in the field. Required field trips in addition to the listed lab time will be posted in the "Schedule of Classes" available during pre-registration.
- 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; Coreq: ABIO 499 for BS Biology majors) A seminar series designed to introduce students to current research in biology and geology through weekly seminars by faculty, visiting scientists, and USCA biology majors. This course is closely linked to ABIO 499 Senior Research: Biology and as such students will be required to work with a research mentor to pose a question of biological significance, prepare a proposal describing research expectations, and develop an experimental procedure for a biological research project. These written proposals will be evaluated by the biology faculty as well as the Seminar Instructor. In addition, Bachelor of Science in Biology students will prepare and participate in oral presentations of their ongoing research projects. Bachelor of Arts in Biology student will prepare and participate in oral presentations of research proposals developed in consultation with biology/geology faculty. (Spring, Fall)
- 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 AND PHYSICS

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Monty Fetterolf, Department Chair

### Professor

Monty L. Fetterolf (Chemistry), Ph.D., University of California at Santa Barbara, 1987

### Associate Professors

Stelios Kapranidis (Mathematics, Computer Science, and Physics), Ph.D., University of Washington, 1981

Kutty Pariyadath (Chemistry), Ph.D., State University of New York at Stony Brook, 1977

Ann M. Willbrand (Chemistry), Ph.D., Florida State University, 1981

### Assistant Professor

Chad L. Leverette (Chemistry), Ph.D., University of Georgia, 2000

### Laboratory Manager/ Instructor

Ronald J. Ruszczyk (Chemistry), Ph.D., State University of New York at Buffalo, 1985

### Instructors

Neil Miller (Physics), M.S., Clemson University, 1993

Ralph K. Steinhaus (Chemistry), Ph.D., Purdue University, 1966

### Lecturers

Susan Glenn (Chemistry), Ph.D., University of South Carolina, 2001

Gary Mills (Chemical Oceanography), Ph.D., University of Rhode Island, 1981

### University Affiliates

Cathy L. Cobb (Chemistry), Ph.D., University of California at Santa Barbara, 1987

Jack G. Goldsmith (Chemistry), Ph.D., University of North Carolina at Chapel Hill, 1994

### Distinguished Professor Emeritus

Henry S. Gurr (Physics), Ph.D., Case Western Reserve University, 1966

## Department Mission Statement

The Department of Chemistry and Physics strives to offer curricula of high academic quality, to foster an environment supportive of scholarly activity, to provide service courses for the general education of undergraduate students, and to serve as a resource for the community. To this end, the department offers a B.S. Degree with a Major in Chemistry, a Minor in Chemistry, and courses that may be used to satisfy the chemistry and physics requirements that are stipulated by other degrees, or to satisfy the General Education Requirements in science.

## Curricula

The Department of Chemistry and Physics offers a baccalaureate degree with a major in Chemistry. Students must complete a set of courses that fulfill the general education requirements, a set of courses that comprise the major, a set of courses that comprise the cognate and several hours of elective courses. It is the responsibility of each student to see to it that 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 and Physics 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 135). 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</b> <sup>1</sup> .....	<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
A computer science course selected from ACSC 102, 145, 204, 205, 206, 207 or equivalent computer science course emphasizing problem-solving and programming in a procedural language .....	3-4
Languages <sup>4</sup> .....	8
<b>B. Methods and History of Disciplines</b> <sup>5</sup> .....	<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 <sup>6</sup> (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Selected Language courses, Humanities (AHUM acronym), Religion, Communications (Last two digits in 50s or 60s) Honors (AHON acronym), 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>7,8</sup> .....	<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</b> <sup>10</sup> .....	<b>8-12</b>
<b>4. Electives</b> <sup>11</sup> .....	<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, and ACOM 342.

<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.

<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

**Total hours required ..... 16**

### **Course Descriptions**

#### Astronomy (AAST)

**AAST 111 Descriptive Astronomy. (4)** Introduction to the solar system and distant celestial objects such as stars, galaxies, nebulas, quasars, and black holes. Study of the night time sky, exercises and demonstrations; three lecture hours and three lab hours per week. (Spring)

#### Chemistry (ACHM)

**ACHM 101 Introduction to Chemistry. (4)** (Prereq: Completion of, placement beyond, or co-enrollment in AMTH 108) 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.

**ACHM 102 Introduction to Organic and Biochemistry. (4)** (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.

**ACHM 105 Chemistry in Society. (4)** (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.

**ACHM 111 General Chemistry I. (4)** (Prereq: at least one year of high school chemistry, ACHM 105, ACHM 101 or an equivalent course, or consent of the department. Completion of AMTH 122, with a C or better, or completion of, or placement beyond AMTH 111. If a student does not meet one of the math prerequisites, that student must fulfill the corequisite of 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.

**ACHM 112 General Chemistry II. (4)** (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.

**ACHM 321 Quantitative Analysis. (3)** (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: ACHM 542 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.

### Physics (APHY)

**APHY 101 Introduction to Physical Science I. (4)** An introduction to the concepts, ideas and methods of physical science for non-science majors. Particular emphasis is given to the principles of classical physics and chemistry. Experiments, exercises and demonstrations are included; three lecture hours and three lab hours per week. (Fall)

**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 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 EXERCISE AND SPORTS SCIENCE

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Christopher M. DeWitt, Department Chair

### Associate Professors

Christopher DeWitt (Biomedical-Environmental Chemistry), Ph.D., Oakland University, 1995

Kimberly Wood Woeber (Physical Education), Ph.D., University of Southern California, 1982

### Assistant Professor

Brian Parr (Exercise Science), Ph.D., University of Tennessee, 2001

### Instructors

Jami Craps (Education Administration), M.Ed., University of South Carolina, 1995

Scott DeCiantis (Kinesiology and Health Promotion), M.S., University of Kentucky, 2002

### Lecturers

Frank Cunningham (Business Administration), B.S., West Virginia University, 1975

Holly Guy (Interdisciplinary Studies), B.S., University of South Carolina Aiken, 1996

Kristen Schlegel (Family Studies), B.A., University of Maryland, 1998

Toi Trent (Early Childhood Education), M.A., University of South Carolina, 1981

### Department Mission Statement

The mission of the University of South Carolina Aiken Department of Exercise and Sports Science is to provide quality classroom and applied educational experiences to students pursuing a broad spectrum of exercise-related employment and graduate school opportunities. There are three areas of concentration that offer specialization in fitness management, athletic training, and basic sciences. The fitness management concentration provides business courses and internship opportunities that prepare the student for employment in the field of managing health-related programs. The athletic training concentration provides course work and experience opportunities that prepare the student for employment in the field of athletic training. The basic sciences concentration provides course work and research opportunities that prepare the student either for employment in the field of exercise physiology or for graduate school.

### 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. Only a limited number of students will be admitted into this concentration because of the limited resources available to provide the necessary level of supervision and experiences to be eligible for the National Athletic Trainers' Associate Board of Certification (NATABOC) examination.

Requirements for admission into the Athletic Training concentration:

- Submission of application to athletic training concentration.

- Three letters of recommendation on departmental forms.
- 2.5 overall GPA
- 40 credit hours of completed course work.
- Grade of B or better in AEXS 225, Introduction to Athletic Training (or course equivalent)
- Minimum of 20 hours of clinical observation during AEXS 326, Advanced Athletic Training.
- Submission of proof of Hepatitis B vaccination, initiation of the vaccination series or submission of Hepatitis B waiver of vaccination.
- Proof of current American Red Cross Professional Rescuer certification or American Heart Association BLS Healthcare Provider certification. This certification can be obtained through AEXS 203, CPR, with prior arrangement with the instructor.
- Interview with Athletic Training Education Program (ATEP) faculty.
- Proof of a current physical examination.
- Submission of vaccination records.

Students not satisfying all of the above requirements will not be considered for admission into the program.

Applications are due at the midpoint of the fall semester.

The ATEP faculty will review all applications and determine admission of the applicants through a process of weighted criteria. These criteria will be based on a rubric that consists of GPA, interview outcome, and recommendations. Each portion of the rubric has a point value. Students with the highest overall point values will be admitted into the ATEP.

Enrollment in all athletic training courses above AEXS 326 and AEXS 326L is contingent upon formal program admission.

If the athletic training student's cumulative grade point average drops below 2.5, he/she will be placed on academic notice. If the athletic training student has two consecutive semesters of a grade point average below 2.5, the student will be withdrawn from academic courses in the ATEP. To be reinstated, the athletic training student must achieve an overall grade point average of 2.5 and have the endorsement of the ATEP faculty. To graduate, the athletic training student must have a USCA cumulative 2.5 GPA.

The University of South Carolina Aiken Athletic Training Education Program is in the process of attaining accreditation from the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). Accreditation has not yet been obtained by the program, and students accepted into the program will be made aware of this fact and will be advised of their options in the event accreditation is not granted.

### Fitness Management Concentration

To graduate, the student must have a USCA cumulative 2.0 GPA. Following each semester where the student's cumulative GPA is below 2.0, the Exercise and Sports Science Director will notify the student in writing.

### Basic Sciences Concentration

To graduate, the student must have a USCA cumulative 3.0 GPA. Enrollment in AEXS 359 and AEXS 459 requires a cumulative 3.0 GPA. Following each semester where the student's cumulative GPA is below 3.0, the Exercise and Sports Science Program Director will notify the student in writing.

**Bachelor of Science—Major in Exercise and Sports Science**

**1. General Education Requirements .....50**

**A. Skills and Competencies .....21**

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. Methods and History of Disciplines .....29**

Natural Sciences ..... 8

ACHM 101 or 111<sup>1</sup>, and ABIO 101<sup>1</sup> or 102

Social/Behavioral Sciences ..... 6

    APSY 101 and one other social and behavioral science from the following groups: Anthropology, Economics, Political Science, Sociology or Geography

Humanities<sup>2</sup> (at least two areas) ..... 9

    History, Literature, Fine Arts History, Religion, Humanities (AHUM acronym), Selected Language courses, Philosophy (not logic), Communications (last two digits in 50s or 60s), Honors (AHON acronym)

    History of Civilization (AHST 101 or AHST 102) ..... 3

    American Political Institutions ..... 3 (APLS 201, AHST 201, or AHST 202)

**2. Core Requirements .....41**

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>3</sup>, 225, 239, 311, 321, 323, 323L, 328, 337, 423, 423L, 424 ..... 36

**3. Additional Requirements Associated with Concentrations**

**Athletic Training: .....38**

**Exercise Science Requirements**

    AEXS 302, 326, 326L, 436, 436L, 437, 437L, 438, 438L, 445, 445L, 447, 449 ..... 25

    AEXS 330, 331, 430, 431 ..... 10

    Electives ..... 3

**Total hours required<sup>5</sup> ..... 129**

**Fitness Management: .....36**

**Exercise Science Requirements**

    AEXS 301, 439 ..... 9

**Business Minor**

    ABUS 225, 226, 350, 371, AECO 221, 222 ..... 18

**Additional Management Courses**

    AMGT 374, 473 ..... 6

    Electives ..... 3

**Total hours required<sup>5</sup> ..... 127**

**Basic Sciences: .....33-37**

**Exercise Science Requirements**

    AEXS 301, 359 and 459 ..... 8-11

**Science Requirements**

    ABIO 102 ..... 4

    ACHM 112 ..... 4

    APHY 201 ..... 4

    Science elective<sup>4</sup> ..... 7-8

        (Select one from the following:

        ABIO 302, 330, 360; ACHM 331 and 331L;

        AMTH 122, 141, or APHY 202)

**Developmental Requirement**

    APSY 310 or AEDP 330 ..... 3

    Electives ..... 3

**Total hours required<sup>5</sup> ..... 124-128**

<sup>1</sup> Required in Basic Sciences Concentration

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 31.

<sup>3</sup> Students in the Basic Science Concentration may take ABIO 242 in place of AEXS 223

<sup>4</sup> ACHM 105 and AMTH below 111 do not meet this requirement, or any other courses that are below the level accepted for the Exercise and Sports Science General Education requirements. Appropriate courses should have an acronym from the following: ABIO, ACHM, APHY, AMTH, APSY.

<sup>5</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 that focus on the comprehension of principles and techniques, skill development and regular activity participation as a means of promoting lifelong physical fitness. In a given semester, students may enroll in only one section of a specific activities topic.

An activity course may be taken no more than twice for university credit.

- AEXS 101      Conditioning I. (1)** An introduction to the principles and techniques of cardiovascular training.
- AEXS 102      Conditioning II. (1)** (Prereq: AEXS 101 or permission of the instructor) Advanced concepts and programming in cardiovascular training.
- AEXS 106      Weight Training I. (1)** An introduction to the principles and techniques of weight training.
- AEXS 107      Weight Training II. (1)** (Prereq: AEXS 106 or permission of instructor) Advanced concepts and programming in weight training.
- AEXS 110      Beginning Golf. (1)** An introduction to the rules and fundamental skills of golf. Equipment available if needed. Golf range fee.
- AEXS 111      Intermediate Golf. (1)** (Prereq: AEXS 110 or permission of instructor) Further refinement of the golf skills. Equipment available if needed. Golf range fee.
- AEXS 112      Advanced Golf. (1)** (Prereq: AEXS 111 or permission of instructor) Development of advanced golf skills and strategies. Equipment available if needed. Golf range fee.
- AEXS 116      Beginning Tennis. (1)** An introduction to the rules and fundamental skills of tennis. Equipment available if needed.
- AEXS 117      Intermediate Tennis. (1)** (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 118      Advanced Tennis. (1)** (Prereq: AEXS 117 or permission of instructor) Advanced skill development and strategies for the game of tennis. Equipment available if needed.
- AEXS 120      Aerobics I. (1)** An introduction to the principles and techniques of aerobic dance.
- AEXS 121      Aerobics II. (1)** (Prereq: AEXS 120 or permission of instructor) Advanced concepts, techniques and programming in aerobic dance.

AEXS 123	<b>Step Aerobics I. (1)</b> An introduction to the principles and techniques of step aerobics.			relative to career opportunities in exercise and sports science. Many of the sites for observation are located on or near the USCA campus.
AEXS 124	<b>Step Aerobics II. (1)</b> (Prereq: AEXS 123 or permission of instructor) Advanced concepts, techniques and programming in step aerobics.	AEXS 203	<b>CPR and First Aid. (1)</b> The study and practice of early emergency care procedures, including cardiopulmonary resuscitation and basic first aid, from which a nationally recognized certification can be obtained.	
AEXS 126	<b>Aqua Aerobics I. (1)</b> An introduction to the principles and techniques of water-based aerobics.	AEXS 223	<b>Human Physiology. (4)</b> (Prereq: ABIO 232 and either one chemistry course or one biology course (C or better in each)) 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 127	<b>Aqua Aerobics II. (1)</b> (Prereq: AEXS 126 or permission of instructor) Advanced concepts, techniques and programming in water-based aerobics.	AEXS 225	<b>Introduction to Athletic Training. (3)</b> An introduction to the athletic training profession, including basic concepts of epidemiology of athletic injuries, pharmacology, protective devices, emergency care and nutrition.	
AEXS 130	<b>Beginning Volleyball. (1)</b> An introduction to the rules and fundamental skills of volleyball.	AEXS 239	<b>Fitness Assessment and Exercise Leadership. (3)</b> (Prereq: Departmental permission and required AEXS 100 level course) The study of the theory, skills, and assessment of cardiorespiratory fitness, body composition, muscular strength, muscular endurance, and flexibility as well as exercise leadership for the improvement of these components of health-related physical fitness. Emphasis is placed on the development of skills for fitness assessment and exercise leadership.	
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 301	<b>Organization and Administration of Fitness Related Programs. (3)</b> (Prereq: AEXS 198 (C or better)) 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 136	<b>Beginning Basketball I. (1)</b> An introduction to the rules and fundamental skills of basketball.	AEXS 302	<b>Organization and Administration of Athletic Training Programs. (2)</b> (Prereq: AEXS 225 (C or better)) 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 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 311	<b>Nutritional Aspects of Health, Fitness, and Sports Performance. (3)</b> (Prereq: AEXS 223, and ACHM 101 or 111 (C or better in each)) 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 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 321	<b>Anatomical and Biomechanical Kinesiology. (3)</b> (Prereq: ABIO 232 (C or better)) 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 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 323	<b>Exercise Physiology. (3)</b> (Prereq: AEXS 223, 239 (C or better in each); Coreq: AEXS 323L) The study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory, and nervous systems.	
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.			
AEXS 190	<b>Special Topic. (1)</b> Unique physical activities offered according to student interest.			
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			

- AEXS 323L Exercise Physiology Laboratory. (1)** (Prereq: AEXS 223, 239 (C or better in each); Coreq: AEXS 323) Laboratory experiences related to exercise physiology, including a variety of fitness assessments.
- AEXS 326 Advanced Athletic Training. (3)** (Prereq: ABIO 232, AEXS 203, 225 (C or better in each); Coreq: AEXS 326L) Advanced study in the prevention, care and rehabilitation of sports injuries.
- AEXS 326L Taping and Bracing Lab. (1)** (Prereq: ABIO 232, AEXS 203, 225 (C or better in each); Coreq: AEXS 326) Laboratory experience in the principles and techniques associated with protective taping, padding, wrapping and bracing. Required laboratory supplies must be purchased from the USCA Bookstore.
- 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 223 (C or better)) 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 436, 436L (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 437, 437L) First clinical athletic training experience under the supervision of an Approved Clinical Instructor (ACI).
- AEXS 331 Clinical Experience II. (2)** (Prereq: AEXS 330, 437, 437L (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 438, 438L) Second clinical athletic training experience under the supervision of an Approved Clinical Instructor (ACI).
- AEXS 337 Health and Behavior Change. (3)** (Prereq: AEXS 223 (C or better) or consent of instructor) A study of health risk factor identification and modification, emphasizing behavioral changes. Topics such as weight control, physical activity, dietary modification, smoking cessation, and stress management will be discussed as related to the impact on health.
- AEXS 359 Introduction to Exercise and Sports Science Research. (2)** (Prereq: AEXS 323, 323L (C or better in each), Statistics course, completion of the USCA Rising Junior Writing Portfolio, and a cumulative 3.0 GPA) A 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 (C or better in each); 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 (C or better in each); Coreq: AEXS 423) Laboratory experiences in submaximal and maximal exercise testing. Required laboratory supplies must be purchased from the USCA Bookstore.
- AEXS 424 Exercise Prescription. (3)** (Prereq: AEXS 311, 423, and 423L (C or better in each)) 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, 225, and ABIO 232 (C or better in each)) 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 (C or better)) 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 is emphasized.
- AEXS 429 Internship in Athletic Training. (3-15)** Supervised internship experience in athletic training and sports medicine. Admission to the 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 331, 438, 438L (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 445, 445L) Third clinical athletic training experience under the supervision of an Approved Clinical Instructor (ACI).
- AEXS 431 Clinical Experience IV. (3)** (Prereq: AEXS 430, 445, 445L (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 449) Fourth clinical athletic training experience under the supervision of an Approved Clinical Instructor (ACI).
- 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 Injury Evaluation: Lower Extremity. (3)** (Prereq: AEXS 326, 326L, 302 (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 436L) Advanced techniques in the recognition and early management of lower extremity athletic injuries. Emphasis is placed on assessment procedures, including general observation, physical examination and special tests.
- AEXS 436L Injury Evaluation: Lower Extremity Laboratory. (1)** (Prereq: AEXS 326, 326L, 302 (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 436) Laboratory experience in lower extremity evaluation of the injured athlete.
- AEXS 437 Injury Evaluation: Upper Extremity. (3)** (Prereq: AEXS 436, 436L (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 330, 437L) Advanced techniques in the recognition and early management of upper extremity athletic injuries. Emphasis is placed on assessment



procedures, including general observation, physical examination and special tests.

- AEXS 437L Upper Extremity Evaluation Laboratory. (1)** (Prereq: AEXS 436, 436L (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 330, 437) Laboratory experience in upper extremity evaluation of the injured athlete.
- AEXS 438 Rehabilitation in Athletic Training. (3)** (Prereq: AEXS 437, 437L, 330 (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 438L, 331) Principles and programming associated with the rehabilitation and conditioning of the injured athlete.
- AEXS 438L Rehabilitation Laboratory. (1)** (Prereq: AEXS 437, 437L, 330 (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 438, 331) Laboratory experience in the rehabilitation techniques of the injured athlete.
- AEXS 439 Internship in Fitness Management. (3-12)** (Prereq: AEXS 423, 424 (C or better in each), or consent of instructor) A supervised internship experience in fitness management-related area which brings together the various information learned from all prior major courses. (Contract required)
- AEXS 445 Modalities in Athletic Training. (2)** (Prereq: AEXS 438, 438L, 331 (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 445L, 430) 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 438, 438L, 331 (C or better in each), admission to the Athletic Training concentration; Coreq: AEXS 445, 430) Laboratory experience in the application of therapeutic modalities.
- AEXS 447 Medical Aspects in Athletic Training. (2)** (Prereq: AEXS 445 (C or better)) The study of medical terminology, general medical conditions, and pharmacology as it relates to athletic training. Guest lecturers from the medical community will assist in presenting information on various course topics.
- AEXS 449 Athletic Training Capstone. (2)** (Prereq: AEXS 430, 445, 445L (C or better in each), admission to the Athletic Training concentration; 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: AEXS 359 (C or better) and a cumulative 3.0 GPA) 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)

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## DEPARTMENT OF MATHEMATICAL SCIENCES

### Computer Science, Engineering, and Mathematics

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Mohammad Q. Hailat, Department Chair

#### Professor

Mohammad Q. Hailat (Mathematics), Ph.D., University of Michigan, 1983

#### Associate Professors

Janie H. Key (Mathematics and Computer Science), M.S.

(Mathematics), Vanderbilt University, 1971; M.S. (Computer Science), University of South Carolina, 1985

Reginald Koo (Mathematics), Ph.D., University of South Carolina, 1985

Michael D. May (Engineering and Mathematics), M.S., U.S. Naval Postgraduate School, 1976

#### 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, *Bridgestone/Firestone Endowed Chair in Mathematics/Computer Science*

Zenheng Li (Mathematics and Computer Science), Ph.D., University of Western Ontario, 2001

Thomas F. Reid (Mathematics and Statistics), Ph.D., University of North Carolina, 1997

Yilian Zhang (Mathematics and Computer Science), Ph.D., University of Rochester, 2004

#### 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

Cynthia Gonzalez (Mathematics), M.S., University of Charleston, 1993

Bruce Manoly (Mathematics), M.S., California State Polytechnic University, 1982

Nancy R. Moseley (Mathematics), M.A.T., University of South Carolina, 1975

#### Distinguished Professor Emeritus

Robert G. Phillips (Mathematics), Ph.D., University of California at Los Angeles, 1968

#### Professors Emeriti

Frederick P. Huston, III (Computer Science), M.A., Emory University, 1972

Stephen C. King (Mathematics), Ph.D., Yale University, 1978

#### Department Mission Statement

The mission of the Department of Mathematical Sciences is to provide students with an understanding and appreciation of mathematics and the related areas of computer science and engineering. To this end the Department: (a) provides students throughout the

University with training in thinking analytically through problem-solving activities and in communicating effectively using graphical and numeric symbols; (b) provides instruction in a number of courses required for the USC engineering program; (c) provides the mathematical background for pre-service and continuing elementary school teachers and secondary school mathematics teachers; and (d) provides Mathematics/Computer Science and Industrial 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 12.

## 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 11.

## 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
<b>Physics:</b>	APHY 211, 212
<b>Engineering:</b>	ENGR 101, 102

In addition, the following list shows requirements for the given major:

<b>Chemical Engineering:</b>	ENGR 290
<b>Civil Engineering:</b>	ENGR 200, 210, 260
<b>Electrical and Computer Engineering:</b>	EECE 211, ELCT 221
<b>Mechanical Engineering:</b>	ENGR 200, 210, 260, 290, ELCT 221

Students wishing to take a **cognate** in Engineering should choose courses from: ENGR 200, 210, 260, 290, 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, 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 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</b> <sup>1</sup> .....	<b>28</b>
English 101 and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
Applied Speech Communication <sup>3</sup> .....	3
Languages <sup>4</sup> .....	8
Mathematics <sup>5</sup> (AMTH 141, 142, 174) .....	11
<b>B. Methods and History of Disciplines</b> <sup>6</sup> .....	<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 <sup>7</sup> (at least two areas) .....	9
Philosophy (not logic),	
History, Literature, Fine Arts History,	
Humanities (AHUM acronym), Religion,	
Selected Language courses,	
Communications (last two digits in 50s or 60s),	
Honors (AHON acronym)	
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>5</sup></b> .....	<b>52</b>
<b>Core Courses:</b> .....	<b>25</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>8</sup> .....	18
or	
<b>Computer Science Advisement Track:</b> .....	<b>27</b>
ACSC 210, 220, 330, 411, 520 .....	15
Other AMTH or ACSC courses	
numbered above 300 <sup>5</sup> .....	12

<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>9</sup></b> .....	<b>11</b>

**Total hours required<sup>6</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, and ACOM 342.  
<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.  
<sup>8</sup> At most 6 hours of Independent study may be used.  
<sup>9</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
Languages <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 <sup>7</sup> (at least two areas) .....	9
Philosophy (not logic),	
History, Literature, Fine Arts History,	
Humanities (AHUM acronym), Religion,	
Selected Language courses,	
Communications (last two digits in 50s or 60s),	
Honors (AHON acronym)	

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>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>8</sup></b> .....	<b>11</b>
<b>5. Electives</b> .....	<b>9</b>

**Total hours required<sup>6</sup>**..... **126**

<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, and ACOM 342.  
<sup>4</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.  
<sup>8</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 Statistics 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.

## **Course Descriptions**

### Computer Science (ACSC)

- ACSC 101 Introduction to Computer Concepts. (3)**  
Capabilities and limitations of computers, programming in BASIC, history and development of modern computers, components of a computer system, computer jargon, machine language, software demonstration and evaluation. Intended primarily for non-mathematics/computer science majors. Open only to those students who have not previously completed a computer course.
- 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 Organization and Assembler Language. (3)** (Prereq: completion of ACSC 145 with a grade of C or better) Introduction to computer organization and architecture; Topics include: Data representation, assembler language programming, logic unit, processor architecture, memory hierarchy, Input and Output systems.
- 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 320 Practical Java Programming. (3)** (Prereq: Grade of C or better in ACSC 145) Additional topics in the language of Java: graphics, colors, fonts, events, layout managers, graphical user interfaces, applets, exception handling, multithreading, multimedia.

- 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 376 Graph Theory for Computer Science. (3)** (Prereq: Grade of C or better in ACSC 146 and AMTH 174) An algorithmic introduction to Graph Theory and its applications. Topics include: fundamental concepts for graphs, connectivity, matrices of graphs, trees, paths and cycles, matchings, graph colorings, and planar graphs.
- 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 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 220) Database organization; design and use of database management systems; database models, including network, hierarchical and relational; data description languages, data independence and representation.
- ACSC 550 Design and Analysis of Algorithms. (3)** (Prereq: grade of C or better in ACSC 220 and AMTH 141) An introduction to the design and analysis of fundamental algorithms in computer science. The algorithmic design paradigms such as the greedy method, divide and conquer, dynamic programming, backtracking, and branch-and-bound. The analyses of algorithms from different areas such as searching, sorting, graph theory, combinatorial optimization, and computational geometry. An introduction to the theory of NP-completeness.
- 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, 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, 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, or grade of C or better in AMTH 108, or consent of department). An intuitive approach to the concepts and applications of differential calculus through the study of rates of change and their interpretations, using data-driven, technology-based modeling. Topics include linear, quadratic, cubic, exponential, and logistic models for discrete data; rates of change; calculating derivatives; interpreting derivatives as rates of change; relating first and second derivatives to graphs; and optimization. (Not intended for those who plan to take more than one calculus course).

**AMTH 140L Introduction to Computer Algebra. (1)** (Prereq: to be taken concurrently with AMTH 111 or AMTH 112, or after completion of AMTH 111 or AMTH 112 (a grade of C or better is required in these courses to continue into calculus), or by placement above AMTH 111, or by consent of Department) A laboratory course to introduce the use of a computer algebra system to solve problems symbolically, numerically, and graphically. Highly recommended for students planning to enter the calculus sequence AMTH 141, 142, 241, 242 if they have not had previous experience with the syntax of a computer language; such students are encouraged to take AMTH 140L before enrolling in a calculus course. (The course meets 3 hours per week for the first half of the semester.)

**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, 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, 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. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood or special education programs.
- 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. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood or special education programs.
- 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: Grade of C or better in AMTH 108, or consent of department). An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, probability, sampling, tests of hypotheses, estimation, simple linear regression, and correlation. To give students throughout the university a non-calculus based introduction to the application of modern statistical methods including descriptive and inferential statistics. Appropriate technology will be used to support the course. Primarily for students in fields other than Mathematics who need a working knowledge of statistics. (Four hours per week typically divided into two hours of lecture and two hours of collaborative learning, discussion, and exploratory activities.)
- 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.

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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  
 Keri A. Weed (Psychology), Ph.D., Notre Dame, 1984,  
*Carolina Trustee Professor*

#### **Associate Professor**

Maureen H. Carrigan (Psychology), Ph.D., State University of New York - Binghamton, 1998

#### **Assistant Professors**

Beverly L. Fortson (Psychology), Ph.D., West Virginia University, 2005  
 Laura N. May (Psychology), Ph.D., University of Tennessee, 2002  
 Dawn A. Morales (Psychology), Ph.D., University of California - San Diego, 2003  
 Jane A. Stafford (Psychology), Ph.D., State University of New York - Binghamton, 2002  
 Adam J. Wenzel (Psychology), Ph.D., University of New Hampshire, 2004

#### **Lecturer**

John B. Bradley (Psychology), Ph.D., University of South Carolina, 1968

#### **Distinguished Professors Emeriti**

O. Joseph Harm (Psychology), Ph.D., Vanderbilt University, 1975  
 William J. House (Psychology), Ph.D., University of South Carolina, 1974

#### **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.

#### **Psi Chi**

The Psychology Department sponsors a campus chapter of Psi Chi. Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.



## Curricula

In order to be awarded a bachelor's degree, students must complete the basic degree requirements listed below and specific major requirements. Students seeking a bachelor's degree in the Department of Psychology must have a grade of C or better in each major course in order for that course to count toward major credit. Courses in which a grade of less than C is made may be repeated. Developmental courses will not count toward the 120 hour requirement for a bachelor's degree in this department. The basic requirements include the cognate or minor. The cognate is a minimum of 12 hours with grades of C or better of course work which support the major. The cognate must be selected from specific upper-level courses in related areas and must be approved by the student's advisor. However, it is the student's responsibility to plan a suitable course of study for his/her goals and to consult frequently with a major advisor as to the selection of courses. Requirements for a minor are specified within the department offering it. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

## 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, education, and/or business courses. Cognate courses must be selected from specific upper-level courses in related areas and must be approved by the student's advisor. 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, mathematical science, and/or exercise science courses. Cognate courses must be selected from specific upper-level courses in related areas and must be approved by the student's advisor. At least one course 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 <sup>3</sup> .....	6
Applied Speech Communication <sup>4</sup> .....	3
Languages <sup>5</sup> .....	8
<b>B. Methods and History of Disciplines<sup>6</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 <sup>7</sup> (at least two areas) .....	9
Philosophy (not logic), History 200 and above, Literature, Fine Arts History, Religion, Humanities (AHUM acronym), Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym)	
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>8</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, education, and/or business courses	
<b>4. Free Electives</b> .....	<b>15-22</b>
(may include 3 hours in independent study [APSY 399])	
<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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

<sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342.

<sup>5</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.

<sup>8</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 <sup>3</sup> .....	6
(at least one calculus course)	
Applied Speech Communication <sup>4</sup> .....	3
Languages <sup>5</sup> .....	8
<b>B. Methods and History of Disciplines<sup>6</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 <sup>7</sup> (at least two areas) .....	9
Philosophy (not logic),	
History 200 and above, Literature,	
Fine Arts History, Religion,	
Humanities (AHUM acronym),	
Selected Language courses,	
Communications (last two digits in 50s or 60s),	
Honors (AHON acronym)	
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>8</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, mathematical science,	
and/or exercise science courses	
<b>4. Free Electives</b> .....	<b>15-22</b>
(may include 3 hours in independent study [APSY 399])	

**Total hours required<sup>6</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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
- <sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342.
- <sup>5</sup> Two (2) semesters of the same language. See degree program requirements for 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> For a list of courses that will meet the Humanities general education requirement, see page 31.
- <sup>8</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 above 300 .....	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.

- |  |   |
|--|---|
| <p><b>APSY 101</b>    <b>Introductory Psychology. (3)</b> An introduction to the areas of the study of human behavior, theories and facts, research and application.</p> <p><b>APSY 200</b>    <b>Topics in Applied Psychology. (3)</b> The application of psychological principles to topics of current interest. Topics will be announced. Course may be taken twice with different topics.</p> <p><b>APSY 210</b>    <b>Stress and Coping. (3)</b> An examination of the physiological, environmental and cognitive determinants of stress, its effects on behavior, and mechanisms of coping with stress.</p> <p><b>APSY 225</b>    <b>Quantitative Analysis in the Behavioral Sciences. (3)</b> (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.</p> <p><b>APSY 225L</b>    <b>Quantitative Analysis Laboratory. (1)</b> (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.</p> <p><b>APSY 226</b>    <b>Method and Design in the Behavioral Sciences. (4)</b> (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.</p> <p><b>APSY 300</b>    <b>History and Systems of Psychology. (3)</b> (Prereq: Junior standing or consent of instructor) An introduction to historical development of contemporary psychological theory.</p> <p><b>APSY 305</b>    <b>Psychology of Music. [=AMUS 305] (3)</b> (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.</p> <p><b>APSY 310</b>    <b>Developmental Psychology. (3)</b> A survey of human development from conception through senescence, the description and explanation of changes resulting from maturation and environmental experiences.</p> | <p><b>APSY 320</b>    <b>Abnormal Psychology. (3)</b> A survey of the major types of behavior pathology, their determinants and therapeutic interventions.</p> <p><b>APSY 330</b>    <b>Personality Psychology. (3)</b> The major theoretical perspectives of normal personality development, structure, dynamics, assessment and change.</p> <p><b>APSY 331</b>    <b>Personality Assessment Laboratory. (1)</b> (Prereq: APSY 226 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.</p> <p><b>APSY 340</b>    <b>Social Psychology. (3)</b> The study of interpersonal processes including topics such as conformity, attraction, altruism, aggression, prejudice, persuasion and group dynamics.</p> <p><b>APSY 341</b>    <b>Social Research Laboratory. (1)</b> (Prereq: APSY 226 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.</p> <p><b>APSY 350</b>    <b>Principles of Learning and Behavior. (3)</b> 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.</p> <p><b>APSY 351</b>    <b>Principles of Learning and Behavior Laboratory. (1)</b> (Prereq: APSY 226 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.</p> <p><b>APSY 360</b>    <b>Cognitive Processes. (3)</b> Classical and contemporary approaches to the study of human memory, attention, cognitive growth, problem solving and language.</p> <p><b>APSY 380</b>    <b>Motivation. (3)</b> 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.</p> <p><b>APSY 381</b>    <b>Motivation Laboratory. (1)</b> (Prereq: APSY 226 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.</p> <p><b>APSY 399</b>    <b>Independent Study. (3-6)</b> (Prereq: consent of instructor)</p> <p><b>APSY 400</b>    <b>Psychology of the Exceptional Child. (3)</b> (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.</p> |
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- 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 425 Childhood Psychopathology. (3)** (Prereq: APSY 101) An introduction to the field of abnormal child psychology and the associated major theories. Students will be exposed to the pathogenic process (i.e. developmental sequence) of psychological disorders from early childhood to late adolescence. A major goal of the course is to promote critical thinking on major issues such as the genetic, biological, and environmental influences on behavior, emotions, and personality in conjunction with associated assessment, diagnostic, and treatment procedures.
- 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 226 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 226 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 465 Psychology of Addictive Behaviors. (3)** (Prereq: APSY 101) An introduction to the psychology of addictive behaviors, including an overview of the major theories of why people use/abuse substances. The major approaches used to treat addictive behaviors will be covered. A major goal of the course is to stimulate critical thinking in this area and to increase understanding of the links between theory and intervention. A second goal of the course is to introduce the student to contemporary issues and controversies related to addictions.
- 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 226 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 and Physics**

### Pre-Professional Program Advisors

William H. Jackson, Department of Biology and Geology  
Kutty Pariyadath, Department of Chemistry and Physics

### Curricula

A number of pre-professional program curricula are offered by the Department of Biology and Geology and the Department of Chemistry and Physics. 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 and Physics.

Students interested in physical therapy, occupational therapy, dental hygiene, respiratory therapy and medical records administration are advised by Dr. Michele Harmon. 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 and Physics 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 South Carolina College of Pharmacy with two campuses located in Columbia and Charleston accepts applications for admission from both students who have finished a Bachelors degree or from those who have not provided that those students have completed a fixed set of required courses. The USCA pre-pharmacy curriculum, overseen by faculty members in the Department of Chemistry and Physics, satisfies the set of required courses for the South Carolina College of Pharmacy as well as for most other pharmacy schools. Students are strongly encouraged to apply to more than one pharmacy school and therefore may want to bring the list of required courses from those other schools with them to their first meeting with their advisor. The required courses for admission to the South Carolina College of Pharmacy are usually taken over four to six semesters and cover a wide range of subjects.

English Composition and Literature - AEGL 101 and 102

Math at least through Survey of Calculus with Applications - AMTH 122

Elementary Statistics - ASTA 201

General Biology - ABIO 101 and 102

Human Anatomy and Physiology - ABIO 232 and 242

General Chemistry - ACHM 111 and 112

Organic Chemistry - ACHM 331 and 332 with laboratories

General Physics - APHY 201 and 202

Introductory Psychology - APSY 101

Macro- or Microeconomics - AECO 221 or AECO 222

Interpersonal Communications - ACOM 201

Three elective courses in the area of Humanities or Social Sciences

Students who will be obtaining a Bachelors degree from USCA will take the courses listed above as well as those additional courses required by their selected major and those courses in the USCA general education curriculum. These additional requirements are listed in this bulletin. Because of the science orientation of the pre-pharmacy curriculum, students generally major in biology or chemistry and the decision of when to apply for admission to one of the pharmacy schools is made in consultation with the advisor. Generally, only a student with a strong GPA and a strong Pharmacy College Admission Test score will be successful in their application given the highly competitive nature of the admissions process.

### Miscellaneous Pre-Professional Areas

Students who wish to pursue a career such as forestry, plant science, animal science, horticulture, agronomy, cooperative education programs, marine science, etc., may complete one or more years at 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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J. Ralph Byington, Ph.D., CPA, Dean of the School of Business Administration

## Mission Statement

The School of Business Administration focuses on creating a caring learning environment in its accredited undergraduate program. The program prepares students to 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

J. Ralph Byington (Accounting) Ph.D., CPA, University of Arkansas-Fayetteville, 1985, *Mr. & Mrs. R.P. Timmerman Chair in Enterprise Development*  
David Harrison (Accounting), Ph.D., Virginia Polytechnic Institute & State University, 1998, *School of Business Administration Chair in Global Business*  
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

## Associate Professors

Richard A. Heiens, III (Marketing), Ph.D., Florida State University, 1993, *Walter F. O'Connell/Palmetto Professorship for Director of O'Connell Center for Excellence and Technology*  
Leanne C. McGrath (Management), Ph.D., University of South Carolina, 1983, *John M. Olin/Palmetto Professorship in Entrepreneurial Development*  
C. Michael Ritchie (Management), Ph.D., University of South Carolina, 1993  
William L. Shelburn (Marketing), M.B.A., James Madison University, 1973

## Assistant Professors

Arinola O. Adebayo (Accounting), Ph.D., CPA, CMA, Virginia Commonwealth University, 2004  
Michael J. Fekula (Management), Ph.D., Pennsylvania State University, 1994  
Robert T. Leach (Finance), Ph.D., Kent State University, 1997  
Sanela Porca (Economics), Ph.D., University of Tennessee, 2002

## Senior Instructor

Kathleen W. Wates (Accounting), CPA, CMA, MACC, University of South Carolina, 1991

## Instructor

H. Dixon Wilcox (Business - CIS), M.S., Georgia State University, 1993

## Lecturer

Irene K. Rudnick (Law), LL.B., University of South Carolina, 1952

## 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  
Niren M. Vyas (Marketing), Ph.D., University of South Carolina, 1981

## 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 4.

## 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 general education and upper-level business course work, which constitute the School of Business Professional Program. Students who fulfill the admission requirements of the University may enroll in any general education 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 45 hours of credit.
3. The student has earned an overall grade point average (collegiate GPA) of 2.5 or higher.
4. The student has completed the following:
  - AEGL 101
  - AEGL 102
  - AMTH 170
  - AECO 221 or AECO 222
  - ABUS 225
  - ABUS 290 or Computer Applications Proficiency Exam (with a grade of C or better in either case)

Students who meet these criteria are admitted into the Professional Program. The assessment of academic records of transfer students who enter USCA with 45 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.</b>	<b>General Education Requirements</b> .....	<b>60</b>
<b>A.</b>	<b>Skills and Competencies</b> <sup>1</sup> .....	<b>15</b>
	AEGL 101 and 102 <sup>2</sup> .....	6
	AMTH 170 and AMTH 122 or a higher level of calculus .....	6
	ACOM 201 or 241 .....	3
<b>B.</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), Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym), 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 .....	3
	(APLS 201, AHST 201, or AHST 202)	
<b>C.</b>	<b>Free Electives</b> .....	<b>10</b>
	Can include up to three credit hours of Economics/Business Administration courses (including ABUS 290) <i>(The School of Business Administration encourages the study of languages as free electives.)</i>	

<b>2.</b>	<b>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.</b>	<b>Area of Concentration Requirements</b>	
	<b>Accounting:</b> .....	<b>24</b>
	AACC 321, 331, 332, 334, 535 .....	15
	Two courses from the following:	
	AACC 322, 336, 537 .....	6
	Business or economics course (300 or above) .....	3
	<b>Finance:</b> .....	<b>24</b>
	AFIN 338, 412, 421, 460, 463, 469 .....	18
	Business or economics courses (300 or above) .....	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 or economics courses (300 or above) .....	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 or economics courses (300 or above) .....	6
	<b>Marketing: (b) Optional concentration (Golf Course Services)</b> .....	<b>24</b>
	AMKT 454, 457, 474, 558; ABUS 429 (6 hours) .....	18
	Two courses from the following:	
	AMKT 353, 452, 455, 459, 551; AMGT 473 .....	6

**Total hours required:**

*(Accounting, Finance, Management, Marketing)*<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 AEGL 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 31.
- <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 Administration.

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.

**Transfer Students:** 300 Level and above courses will only be accepted from AACSB Accredited schools.

**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. Please refer to the 5 year plan for course scheduling.

### 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 321 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 322 Corporate Income Tax. (3)** (Prereq: C or better in ABUS 225, AACC 321) A study of Income Tax Laws and their application to corporations, partnerships, estates, and trusts.
- 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 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 Introduction to Computer-Based Productivity Tools. (3)** The study of business software applications including Windows, spreadsheets, word processing, presentation graphics, and database management systems in order to provide a common foundation for an integrated study of business disciplines.



- 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: AECO 221 or AECO 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 225) 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) 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 350, ABUS 371; 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 (AECO)

**AECO 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.

**AECO 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.

**AECO 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 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 421 Financial Markets, Money, and Banking. (3)** (Prereq: C or better in AECO 221, AECO 222, ABUS 363) Analyzes the operation, structure, regulation, and control of financial markets, emphasizing the effects on the level and term structure of interest rates, economic activity, and business decisions. Focuses on monetary theory, monetary and fiscal policies, the Federal Reserve System, and financial institutions, markets, and investments. Three contact hours per week.

**AFIN 460 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.

**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: AFIN 421) 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.

## 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.

## 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.

- 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.

# School of Education

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Jeffrey M. Priest, Ph.D., Dean of the School of Education

## Vision Statement

As a leading teacher education program in South Carolina, the USCA School of Education prepares highly qualified *Dynamic Educators* who have the knowledge, skills, and dispositions to create optimal learning environments to assist all individuals in reaching their potential.

## Mission Statement

As an integral part of the University of South Carolina Aiken, the School of Education is committed to the University goals of active learning through excellence in teaching, faculty and candidate scholarship, and service. Candidates in the School of Education participate in a rigorous curriculum, which is anchored by a strong liberal arts and sciences component, comprised of courses in the humanities, fine arts, social sciences, mathematics, and natural sciences. These courses provide a foundation upon which the pedagogical content and pedagogy are built and dispositions such as responsible citizenship, respect for diversity, and cross-cultural understandings are developed. The School of Education faculty model instruction based on research, infused with technology, and aligned with national, state, and local standards. The School of Education collaborates with schools, school districts, and community service organizations to provide numerous and varied field experiences that are structured to prepare candidates to work with **all** students.

The teacher education faculty in the School of Education challenges candidates to acquire and develop the knowledge, skills, and dispositions necessary to become successful *Dynamic Educators* who can plan, instruct, manage, communicate, and grow professionally.

The Master of Education 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 Education in Educational Technology program is designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training.

## NCATE Accreditation

The School of Education at the University of South Carolina Aiken is accredited by the National Council for the 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.edu/education](http://www.usca.edu/education).

## Professors

Jeffrey M. Priest (Zoology/Wildlife Ecology), Ph.D., Southern Illinois University, 1986  
Margaret Riedell (Reading Education), Ph.D., University of South Carolina, 1979  
Thomas J. C. Smyth (Reading Education), Ph.D., University of South Carolina, 1983, *Westinghouse Endowed Professorship in Instructional Technology*

## Associate Professors

John Lisk (Health & Physical Education), Ph.D., Texas A & M University, 1980  
Sally McClellan (Early Childhood Education), Ph.D., University of South Carolina, 1992  
Audrey Skrupskelis (Elementary/Early Childhood Education), Ph.D., University of South Carolina, 1989  
Vernelle Tyler (Elementary Education), Ph.D., University of South Carolina, 1993

## Assistant Professors

Kathleen Hanson (Languages, Literatures, and Cultures, Special Education), Ph.D., University of Michigan, 2006  
Deborah Haskell (Science Education), Ph.D., Clemson University, 2002  
Tim Lintner (Social Sciences and Comparative Education), Ph.D., University of California-Los Angeles, 1998  
Judy Miller (Human Movement), Ed.D., Boston University, 1985  
Melany Rish (Early Childhood Education), Ph.D., University of South Carolina, 2004  
Windy Schweder (Special Education), Ph.D., University of South Carolina, 2004  
Gary Senn (Science Education), Ph.D., Florida Institute of Technology, 1992

## Senior Instructor

Ann Holley (Reading Education), M.Ed., University of South Carolina, 1975

## Instructors

Gloria Allen (Secondary Mathematics), M.Ed., University of South Carolina, 1982  
Gwen Johnson (Mathematics), M.Ed., University of South Carolina, 1982

## Coordinator - Elementary Education Program at USC Salkehatchie

Charles "Buddy" Phillips (Education Administration), Ed.S., The Citadel, 1981

## Lecturers

Carol Armstrong (Secondary Education, English), M.Ed., University of South Carolina, 1975  
Janelle Beasley (School Psychology), Ed.S., The Citadel, 1998  
Elizabeth Benton (Curriculum & Instruction), Ed.D., University of South Carolina, 1994  
Carmen Brittain (Special Education), Ph.D., University of Southern Mississippi, 1999

Jill Burtram (Reading and Literacy), M.S., Walden University, 2004  
 Bridget Coleman (Elementary Education), Ph.D., University of South Carolina, 2004  
 Thomas Goforth (Educational Administration), M.Ed., University of South Carolina, 1972  
 Sandra Gooding (Educational Administration), M.Ed., University of South Carolina, 1994  
 Courtney Johnson (Educational Psychology/Research), M.S., University of South Carolina, 1999  
 Alice Kirkland (Secondary Education), M.S., University of South Carolina, 1975  
 David Lewis (Educational Psychology/Counseling), M.A., Tennessee Technological University, 1978  
 William Long (Educational Administration), M.Ed., University of South Carolina, 1970  
 Margaret Matheny (Educational Leadership), M.Ed., University of South Carolina, 1992  
 Willie Mazyck (Administration & Supervision), Ed.D., Nova University, 1980  
 Olivia Padgett (Elementary Education), M.Ed., College of Charleston, 1974  
 Naomi Palmer (School Psychology), Ed. S., The Citadel, 1986  
 Elizabeth Purvis (Foundations), Ph.D., University of South Carolina, 1984  
 Melissa Riley (Education Psychology), Ph.D., University of South Carolina, 2001  
 Sharon Robertson (Elementary Education), M.Ed., University of South Carolina, 1987  
 Christine Sanders (Administration), Ph.D., University of South Carolina, 1990  
 Cynthia Sarvis (Special Education), M.Ed., College of Charleston, 1997  
 Amanda Senn (Science Education), M.S., Florida Institute of Technology, 1984

**Distinguished Chancellor Emeritus and Distinguished Professor Emeritus**

Robert E. Alexander (Education), Ed.D., University of South Carolina, 1977

**Distinguished Professor Emeritus**

James F. Kauffman (Education), Ph.D., University of Denver, 1971

**Professor Emerita**

Ruth H. Cordahi (Educational Psychology), Ph.D., University of Oklahoma, 1974

**Curriculum Laboratory.** The School of Education maintains a laboratory of curriculum and instructional technology materials and equipment for candidate use. Instructional materials such as textbooks, software, and manipulatives are available to candidates for use in classroom assignments, practica, and internships.

**Ruth Patrick Science Education Center.** Through the Ruth Patrick Science Education Center, teacher candidates have access to over 200 science and mathematics kits to use in their courses, practica, and internships.

**PRAXIS I - Pre-Professional Skills Test.** South Carolina Public Law 187 mandates that all students wishing to major in education pass the PRAXIS I – Pre-Professional Skills Test (PPST) or CBT prior to acceptance into the professional education program and prior to being permitted to enroll in upper-division education coursework. 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 knowledge, skills, and dispositions as required of all USCA education majors.

**Application Specifications**

1. College graduates who have earned a degree from an approved institution of higher education who desire to become a certified teacher in South Carolina may apply to the University of South Carolina Aiken School of Education. Applicants seeking consideration must be seeking certification only in one of the following areas for which USCA has approved teacher education programs:
  - Early Childhood Education (grades P-3)
  - Elementary Education (grades 2-6)
  - Music Education (see page 81 in Visual and Performing Arts)
  - Special Education (grades K-12)
  - Secondary Education (grades 9-12)
    - Biology
    - Chemistry
    - Comprehensive Science
    - Comprehensive Social Studies
    - English
    - Mathematics
2. Applicants must have demonstrated academic competence by meeting the following criteria:
  - A. 2.75 cumulative GPA in all undergraduate course work. Secondary Education majors must also have a grade of C or better and a 2.75 GPA in their subject area course work.
  - B. An official score report indicating a passing score on the applicable PRAXIS II Specialty Area content exams must be received by the School of Education.
  - C. A grade of C or better in the equivalent of English (AEGL) 101, 102 and Communications requirement.
3. Applicants must be prepared to enroll at USCA for at least one semester prior to the internship. The actual courses required will be determined following an evaluation of all previously taken course work. Specific requirements will include, but are not limited to, the appropriate reading course(s), curriculum course(s), and teaching methods course(s).

## Criteria for Successful Completion of Certification Requirements

### Benchmark I: Acceptance to USCA

Obtain admission to USCA through the USCA Office of Admissions.

### Benchmark II: Acceptance to the School of Education Professional Program

To be accepted into the School of Education Professional Program the candidate must successfully meet the following criteria:

1. official transcripts for all undergraduate and graduate course work must be sent to and received by USCA and the School of Education.
2. Complete the on-line professional program application form (<http://www.usca.edu/education>) by one of the three deadlines: February 1, June 1, or October 1.
3. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate course work, including courses not taken at USCA.
4. A grade of C or better in English (AEGL) 101, 102 (or their equivalents) and the Communications requirement (or its equivalent).
5. An official report indicating passing PRAXIS I (pre-professional skills test) scores for all three sections (math, writing and reading) must be sent by the Education Testing Service (ETS) and received by the School of Education.
6. For secondary education majors, an official report indicating passing scores on the PRAXIS II content specialty area exam(s) must be sent by the ETS and received by the School of Education.
7. A disposition statement must be submitted electronically and reviewed by the professional program committee.
8. A positive recommendation by the professional program interview committee. (Once the criteria for items 1-6 are met, the candidate is to schedule an interview with the School of Education professional program interview committee.)

### Benchmark III: Junior/Senior Block Reviews

At the end of the Junior and Senior block classes, faculty teaching the methods and practica classes meet to discuss candidate progress to date. Faculty discuss candidate knowledge, skills, and dispositions at this time to determine if satisfactory progress is being made to allow the candidate to continue in the program. Concerns may be, but are not limited to, unsatisfactory professional disposition, lack of intellectual motivation, inadequate interpersonal skills, insufficient cooperative attitude, violation of fundamental academic principles of honesty and integrity, or an identified weakness in expressive skills. In addition to minimum grade requirements, specific attention will be given to each applicant's proficiency in writing and speech. Identification of a weakness in either writing or in speech may require additional academic work as a condition of approval for the internship.

The review committee can make one of three recommendations: satisfactory progress is being made – no “remedial” recommendations made; satisfactory progress is being made – however, some concerns are expressed – recommendations about concerns are forwarded to the Dean of the School of Education (Dean); satisfactory progress is not being made, candidate cannot proceed further in program unless concerns are addressed.

In the cases where concerns are expressed, the committee forwards their concerns in writing to the Dean. The Dean then schedules a meeting with the candidate to express the committee's concerns and the actions the candidate must take to address the concerns. If the candidate does not address the concerns to the satisfaction of the committee or Dean in a reasonable amount of time, the candidate may be permanently expelled from the program.

### Benchmark IV: Acceptance into Internship

The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate's preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with USCA. To be accepted into the internship the candidate must meet the following criteria:

1. Complete the on-line internship application (<http://www.usca.edu/education>) by **October 15** for internship in the following spring semester and **February 15** for internship in the following fall semester. This includes completing and receiving an acceptable on the internship application portfolio.
2. Candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.
3. The candidate must have completed all education courses (pre-professional and professional) and all subject area course requirements with a grade of C or better.
4. The candidate must have no more than 12 hours of course work (general education/electives) remaining to meet graduation requirements following completion of internship.
5. The candidate must have at least a 2.75 cumulative GPA in all course work, and at least a 2.75 GPA in education courses and subject area requirements.
6. For elementary, early childhood, and special education majors, candidates must have a grade of C or better in AMTH 221 and 222 (or course equivalents).
7. Candidates must have made satisfactory progress as designated by the Junior/Senior Block review committee.
8. Official score report indicating passing scores on the state mandated PRAXIS II content specialty area exam(s) must be sent by the ETS and received by the School of Education.

Candidates whose applications have been denied may appeal the decision by requesting a personal interview with the Professional Education Committee. Candidates may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the committee.

*Note: All placements are coordinated through the Office of Field Experiences. USCA has contractual agreements for internships and practica placements with selected South Carolina School Districts. **Under no circumstances are candidates to make individual placement arrangements with schools or teachers.** Within these districts, at the time of the application, candidates have an opportunity to list their geographical preferences; however, final assignments are worked out between the Office of Field Experiences and the School Districts. Secondary students are limited to placement only in Aiken and Edgefield School Districts.*

### Benchmark V: Exit from Internship

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a cooperating teacher and a university supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully take over the classroom in which they have been assigned for a minimum of 10 days. The candidate is observed teaching a class a minimum of 6 times by both the cooperating teacher and university supervisor for a minimum total of 12 observations. It is the responsibility of the cooperating teacher and university supervisor to make a final recommendation to the Dean as to whether the candidate has the knowledge, skills, and dispositions necessary to be a successful teacher. By state law, the candidate's success is measured using the ADEPT evaluation system. It is upon the final recommendation made by the cooperating teacher and university supervisor that the Dean recommends a candidate's certification to the State Superintendent of Education.

## UNDERGRADUATE PROGRAMS IN EDUCATION

### **Admission to Professional Program**

The baccalaureate curricula of the School of Education are divided into two years of general education and two years of professional training. Any student who fulfills the admission requirements of the University may enroll in the pre-professional curriculum. Curricula designated as professional education courses are limited to candidates who have been formally accepted into the USCA Professional Education Program.

#### ***Special Instructions for USC Salkehatchie Students***

*Candidates enrolled at USC Salkehatchie must complete their general education requirements prior to enrolling in USC Aiken pre-professional and professional education program courses.*

*Once a USC Salkehatchie candidate completes their general education class requirements, they must submit a USC Change of Campus Form prior to enrolling in USC Aiken pre-professional and professional education classes.*

### **Benchmarks Leading to a Degree and Certification**

The School of Education has identified five benchmarks that are used to guide and monitor the success of an undergraduate education major.

#### Benchmark I: Acceptance to USCA

Obtain admission to USCA through the USCA Office of Admissions.

#### Benchmark II: Acceptance to the School of Education Professional Program

To be accepted into the School of Education Professional Program the candidate must successfully meet the following criteria:

1. Complete the on-line professional program application (<http://www.usca.edu/education>) by one of the three deadlines: February 1, June 1, or October 1.
2. A cumulative Grade Point Average (GPA) of at least 2.75 for all undergraduate course work, including courses not taken at USCA.
3. A grade of C or better in English (AEGL) 101, 102 (or their equivalents) and the Communications requirement (or its equivalent).

4. An official report indicating passing PRAXIS I<sup>1</sup> (pre-professional skills test) scores for all three sections (math, writing and reading) must be sent by the Education Testing Service (ETS) and received by the School of Education.
5. A disposition statement must be submitted electronically with the application and reviewed by the professional program committee.
6. A positive recommendation by the professional program interview committee<sup>2</sup>. (Once the criteria for items 1-6 are met, the candidate is to schedule an interview with the School of Education professional program interview committee.) For Fall admittance to the professional program, interviews will be held in the months of **February and June**. For Spring admittance to the professional program, interviews will be held in the month of **October**. **Therefore, criteria 1-6 must be met prior to the three application deadlines in order for interviews to be scheduled at the appropriate times.**

<sup>1</sup> Applications for the PRAXIS I (PPST) are available in the School of Education Office, B&E Building, Room 210 and online at <http://www.ets.org>.

<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, they may inform the professional education committee. Concerns may be, but are not limited to, unsatisfactory professional disposition, lack of intellectual motivation, inadequate interpersonal skills, insufficient cooperative attitude, violation of fundamental academic principles of honesty and integrity, or an identified weakness in expressive skills. In addition to minimum grade requirements, specific attention will be given to each applicant's proficiency in writing and speech. Identification of a weakness in either writing or in speech may require additional academic work as a condition of acceptance.

*Note: The School of Education has the right to remove a candidate from the Professional Program for unprofessional conduct or for poor academic performance. This includes, but is not limited to, excessive tardiness, unexcused absences, inappropriate personal behavior, or poor academic performance.*

#### Benchmark III: Junior/Senior Block Reviews

At the end of the Junior and Senior block classes, faculty teaching the methods and practica classes meet to discuss candidate progress to date. Faculty discuss candidate knowledge, skills, and dispositions at this time to determine if satisfactory progress is being made to allow the candidate to continue in the program. Concerns may be, but are not limited to, unsatisfactory professional disposition, lack of intellectual motivation, inadequate interpersonal skills, insufficient cooperative attitude, violation of fundamental academic principles of honesty and integrity, or an identified weakness in expressive skills. In addition to minimum grade requirements, specific attention will be given to each applicant's proficiency in writing and speech. Identification of a weakness in either writing or in speech may require additional academic work as a condition of approval for the internship.

The review committee can make one of three recommendations: satisfactory progress is being made – no "remedial" recommendations made; satisfactory progress is being made – however, some concerns are expressed recommendations about concerns are forwarded to Dean; satisfactory progress is not being made, candidate cannot proceed further in program unless concerns are addressed.

In the cases where concerns are expressed, the committee forwards their concerns in writing to the Dean. The Dean then schedules a meeting with the candidate to express the



committee's concerns and the actions the candidate must take to address the concerns. If the candidate does not address the concerns to the satisfaction of the committee or the Dean in a reasonable amount of time, the candidate may be permanently expelled from the program.

#### Benchmark IV: Acceptance into Internship

The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate's preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with USCA. To be accepted into the internship the candidate must meet the following criteria:

1. Complete the on-line internship application (<http://www.usca.edu/education>) by **October 15** for internship in the following spring semester and **February 15** for internship in the following fall semester. This includes completing and receiving an acceptable on the internship application portfolio.
2. Candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.
3. The candidate must have completed all education courses (pre-professional and professional) and all subject area course requirements with a grade of C or better.
4. The candidate must have no more than 12 hours of course work (general education/electives) remaining to meet graduation requirements following completion of internship.
5. The candidate must have at least a 2.75 cumulative GPA in all course work, and at least a 2.75 GPA in education courses and subject area requirements.
6. For elementary, early childhood, and special education majors, candidates must have a grade of C or better in AMTH 221 and 222 (or course equivalents).
7. Candidates must have made satisfactory progress as designated by the Junior/Senior Block review committee.
8. Official report indicating passing scores on the state mandated PRAXIS II content specialty area exam(s) must be sent by the ETS and received by the School of Education.
9. Candidates must have successfully passed the Junior Writing Portfolio requirement for the University.

Candidates whose applications have been denied may appeal the decision by requesting a personal interview with the Professional Education Committee. Candidates may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the committee.

*Note: All placements are coordinated through the Office of Field Experiences. USCA has contractual agreements for internships and practica placements with selected South Carolina School Districts. **Under no circumstances are candidates to make individual placement arrangements with schools or teachers.** Within these districts, at the time of the application, candidates have an opportunity to list their geographical preferences; however, final assignments are worked out between the Office of Field Experiences and the School Districts. Secondary students are limited to placement only in Aiken and Edgefield School Districts.*

#### Benchmark V: Exit from Internship

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a cooperating teacher and a university supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully take over the classroom in which they have been assigned for a minimum of 10 days. The candidate is observed teaching a class a minimum of 6 times by both the cooperating teacher and university supervisor for a minimum total of 12 observations. It is the responsibility of the cooperating teacher and university supervisor to make a final recommendation to the Dean as to whether the candidate has the knowledge, skills, and dispositions necessary to be a successful teacher. By state law, the candidate's success is measured using the ADEPT evaluation system. It is upon the final recommendation made by the cooperating teacher and university supervisor that the Dean recommends a candidate's certification to the State Superintendent of Education.

*Note: As of July 1, 2006, all candidates must pass the Principles of Teaching and Learning exam (PLT) prior to being recommended by the Dean.*

#### **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 Dean of the School of Education.

#### **Certification**

Teacher certification is granted by the SC State Department of Education upon recommendation by the Dean of the School of Education. Prior to the internship, students are given an application for certification and instruction for its completion. **The intern is responsible for completing the application and submitting it along with the \$75 certification fee to the School of Education administrative assistant in Room 210 of the Business and Education Building. For Fall student teachers, the certification application and fingerprint cards are due January 15th of the spring semester prior to their student teaching. For Spring student teachers, the certification application and fingerprint cards are due on March 15th, one year prior to student teaching.** Fingerprinting can be completed by personnel in the Security Office on the USCA campus. No intern 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. Interns 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. Candidates should consult with their advisors or the Dean of the School of Education concerning specific requirements for "add-on" certification.

## Title II - Institutional Report

In 1988, the U.S. Congress passed legislation (Title II, Section 207 of the Higher Education Act) that required all states and institutions that have teacher preparation programs to submit annual reports on teacher preparation and licensing beginning in 2001. USC Aiken reports the following information for the cohort of students who completed teacher preparation programs at the undergraduate level during the school year 2004-2005.

### Title II -- Not available at time of printing.

See <http://www.usca.edu/education> for most recent Title II Report.

<b>Institutional Table for Additional Title II Information</b> University of South Carolina Aiken Academic Year 2004-2005	
Total number of students in the program	220
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 candidate who has successfully completed all of the course and certification requirements for the approved program of study printed in the *University of South Carolina Aiken Undergraduate and Graduate Programs Bulletin* of the year in which the candidate was accepted into the university and began to take courses. In 1998, the School of Education made it a policy that all Secondary Education Majors take and pass the PRAXIS II content area exam(s) prior to internship. In 2001, the School of Education amended the policy to require all education majors take and pass the PRAXIS II content area exam(s) prior to internship. This was added as part of the overall assessment system and provided a measure to ensure that all education majors are well grounded in their knowledge of the content area prior to placement in the internship.

The teacher education program at USC Aiken is accredited by the National Council for the 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 Pre-K - 3 in primary and elementary schools of South Carolina. The program is planned to give undergraduates a broad liberal arts background together with a wide range of practical experiences in a variety of public and private early childhood settings.

<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 <sup>2</sup> and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
AMTH 221 <sup>2</sup> , 222 <sup>2</sup> .....	6
Applied Speech Communication <sup>2,3</sup> .....	3
Languages <sup>4</sup> .....	6-8
<b>B. Methods and History of Disciplines</b> <sup>5</sup> .....	<b>29</b>
Biological Science and Physical Science with lab .....	8
(ABIO 102 or BIOL 110, and AGLY 201 or APHY 101)	
Social and Behavioral Sciences (at least two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
Humanities <sup>6</sup> (at least two areas) .....	9
History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Philosophy (not logic), Communications (last two digits in 50s or 60s), Honors (AHON acronym)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Professional Education Requirements</b> <sup>2</sup> .....	<b>65</b>
AEDC 310 or 110L, 442 .....	4
AEDF 321 .....	3
AEDE 210 .....	3
AHPR 456 .....	3
AEDP 335 .....	3
AEDR 418 .....	3
AEDX 400 .....	3
Junior Block: AEDR 420, 420P, AEDE 410, 540, 542 .....	13
Senior Block: AEDE 435, 435P, 436, 436P, 544, 544P, AEDR 421 .....	15
Internship: AEDE 469, 476 .....	15
<b>3. Subject Area Requirement</b> (English above 250) .....	<b>3</b>
<b>4. General Electives</b> .....	<b>3-5</b>
<b>Total hours</b> .....	<b>123</b>

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

<sup>2</sup> Must have C or better

<sup>3</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342. 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 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> For a list of courses that will meet the Humanities general education requirement, see page 31.

**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<sup>1</sup></b> .....	<b>21-23</b>
English 101 <sup>2</sup> and 102 <sup>2</sup> .....	6
Composition/Composition and Literature	
AMTH 221 <sup>2</sup> , 222 <sup>2</sup> .....	6
ACOM 201 <sup>2</sup> or 241 <sup>2</sup> .....	3
Languages <sup>3</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>4</sup></b> .....	<b>33</b>
ABIO 102 or BIOL 110, and AGLY 201, APHY 101 ..	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 <sup>5</sup>	
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>2</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
<b>3. Subject Area Requirement (English above 250)</b> .....	<b>3</b>
<b>4. General Electives</b> .....	<b>0-2</b>

**Total hours** .....

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

<sup>2</sup> Must have C or better

<sup>3</sup> Two (2) semesters of the same language. See degree program requirements for Language study.

<sup>4</sup> At least 3 hours must be in non-Western world studies

<sup>5</sup> For a list of courses that will meet the Humanities general education requirement, see page 31.

The Junior Block, Senior Block, and Internship are sequential. A grade of C or better is required in all courses as a prerequisite for enrollment in coursework at the next level.

**Secondary Education**

The Secondary Education Program prepares candidates for teaching in public school grades 9-12. Programs in the subject areas of Biology, Chemistry, English, Mathematics, 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 candidate interaction and for on-site experimentation with methods and materials of curriculum in a chosen certification area.

Secondary Education candidates transferring from a two-year institution will not receive transfer credit for courses considered upper division (300 level or above). In addition, transfer credit will not be granted for courses taken in which the prerequisites have not been observed.

**Bachelor of Science in Education—  
Major in Secondary Education  
(Area of Concentration in Biology)**

<b>1. General Education Requirements</b> .....	<b>50-53</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>24-27</b>
AEGL 101 <sup>2</sup> and 102 <sup>2</sup> .....	6
AEGL 250 or above .....	3
Math/Statistics .....	6-7
ASTA 201 or ASTA 509	
AMTH 122 or AMTH 141	
Applied Speech Communication <sup>2</sup> .....	3
ACOM 201 or 241	
Languages <sup>3</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>4</sup></b> .....	<b>26</b>
Natural Sciences .....	8
ABIO 101 <sup>2</sup>	
APHY 201, 202, 211, or 212	
Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology, Economics,	
Political Science, Geography	
Humanities <sup>5</sup> (at least two areas) .....	6
History, Literature, Fine Arts History,	
Humanities (AHUM acronym), Religion,	
Selected Language courses,	
Philosophy (not logic),	
Communications (last two digits in 50s or 60s),	
Honors (AHON acronym)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Professional Education Requirements<sup>2</sup></b> .....	<b>37</b>
AEDC 442 .....	3
AEDF 321 .....	3
AEDP 330 .....	3
AEDR 518 .....	3
AEDS 311, 446, 446P, 453, 453P .....	10
AEDS 471, 476 .....	15
<b>3. Subject Area Requirements<sup>2</sup></b> .....	<b>40</b>
ABIO 102, 320, 350, 370 .....	16
ABIO 325 or 360 .....	4
ABIO 312, 315, 316, 516, or 528 .....	4
ACHM 111, 112, 331, 331L .....	12
ABIO 499 and ABIO 490 or AGLY 490 .....	4
<b>4. General Electives</b> .....	<b>1-4</b>

**Total Hours<sup>4</sup>** .....

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

<sup>2</sup> Must have C or better

<sup>3</sup> Two (2) semesters of the same language.

<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.

<sup>5</sup> For a list of courses that will meet the Humanities general education requirement, see page 31.

**Bachelor of Science in Education—  
Major in Secondary Education  
(Area of Concentration in Chemistry) and  
Bachelor of Science—Major in Chemistry**

<b>1. General Education Requirements</b> .....	<b>57-59</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>34-36</b>
AEGL 101 <sup>2</sup> and 102 <sup>2</sup> .....	6
AEGL 250 or above .....	3
Math (AMTH 141, 142, and 241) .....	12
Applied Speech Communication <sup>2</sup> .....	3
ACOM 201 or 241 .....	
Computer Science .....	4
(ACSC 145 or equivalent programming language)	
Languages <sup>3</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>4</sup></b> .....	<b>23</b>
Natural Sciences <sup>2</sup> .....	8
ABIO 101 .....	
APHY 201 or 211 .....	
Social and Behavioral Science .....	3
Psychology, Sociology, Anthropology, Economics, Political Science, Geography .....	
Humanities <sup>5</sup> .....	6
History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Philosophy (not logic), Communications (last two digits in 50s or 60s), Honors (AHON acronym) .....	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Professional Education Requirements<sup>2</sup></b> .....	<b>36</b>
AEDC 310 or 110L, 442 .....	4
AEDF 321 .....	3
AEDP 330 .....	3
AEDR 518 .....	3
AEDS 446, 446P, 453, 453P .....	8
AEDS 471, 476 .....	15
<b>3. Subject Area Requirements<sup>2</sup></b> .....	<b>47</b>
ACHM 111 and 112 .....	8
ACHM 331/331L, 332/332L, 321/321L, 541/541L, 542/542L, 511/511L .....	25
ACHM 522 .....	4
ACHM 499 .....	3
APHY 202 or 212 .....	4
ABIO 541 or ACHM 550 .....	3
<b>4. General Electives</b> .....	<b>0-2</b>

**Total Hours<sup>4</sup>** ..... **142**

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

<sup>2</sup> Must have C or better

<sup>3</sup> Two (2) semesters of the same language.

<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.

<sup>5</sup> For a list of courses that will meet the Humanities general education requirement, see page 31.

**Bachelor of Arts in Education—  
Major in Secondary Education  
(Area of Concentration in English)**

<b>1. General Education Requirements</b> .....	<b>50-52</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>21-23</b>
AEGL 101 <sup>2</sup> and 102 <sup>2</sup> .....	6
Mathematics/Statistics/Logic <sup>3</sup> .....	6
Applied Speech Communication <sup>2</sup> .....	3
ACOM 201 or 241 .....	
Languages <sup>4</sup> .....	6-8
<b>B. Methods and History of Disciplines<sup>5</sup></b> .....	<b>29</b>
Natural Sciences .....	8
Biology with Lab .....	
Physical Science with Lab (e.g., Chemistry, Physics, Astronomy, Geology) .....	
Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography .....	
Humanities <sup>6</sup> .....	9
AEGL 284, AEGL 288, and one of the following: History, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Philosophy (not logic), Communications (last two digits in 50s or 60s), Honors (AHON acronym) .....	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Professional Education Requirements<sup>2</sup></b> .....	<b>37</b>
AEDC 442 .....	3
AEDF 321 .....	3
AEDP 330 .....	3
AEDR 518 .....	3
AEDS 311, 446, 446P, 447, 447P .....	10
AEDS 471, 476 .....	15
<b>3. Subject Area Requirements<sup>2</sup></b> .....	<b>48</b>
AEGL 275, 285, 289, 291, 450, 453, 460, 462 .....	24
American Literature .....	6
British Literature .....	3
AEGL 360 .....	3
AEGL 362 .....	3
AEDR 485 .....	3
Area Electives (select from the following categories): .....	6
Literature, Writing, Theatre, Communications, Languages	

**Bachelor of Science in Education—  
Major in Secondary Education  
(Area of Concentration in Mathematics)**

<b>1. General Education Requirements</b> .....	<b>50-52</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>24-26</b>
AEGL 101 <sup>2</sup> and 102 <sup>2</sup> .....	6
AEGL 250 or above .....	3
Math/Statistics/Logic (AMTH 170 <sup>2</sup> , AMTH 174 <sup>2</sup> ) .....	6
Applied Speech Communication <sup>2</sup> .....	3
ACOM 201 or 241 .....	
Languages <sup>3</sup> .....	6-8

<b>B. Methods and History of Disciplines<sup>4</sup></b> .....	<b>26</b>
Natural Sciences (APHY 211 and Biology with lab) .....	8
Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
Humanities <sup>5</sup> (at least two areas) .....	6
History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Philosophy (not logic), Communications (last two digits in 50s or 60s), Honors (AHON acronym)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	
<b>2. Professional Education Requirements<sup>2</sup></b> .....	<b>37</b>
AEDC 442 .....	3
AEDF 321 .....	3
AEDP 330 .....	3
AEDR 518 .....	3
AEDS 311, 446, 446P, 450, 450P .....	10
AEDS 471, 476 .....	15
<b>3. Subject Area Requirements<sup>2</sup></b> .....	<b>40-41</b>
AMTH 141, 142, 241, 242 .....	16
AMTH 420, 531, 544, 546, 554 .....	15
ACSC 102 .....	3
ASTA 509 .....	3
Elective in Computer Science (ACSC above 102) or Physics (APHY 212 or above)	
or Mathematics (AMTH 200 or above) .....	3-4
<b>4. General Electives</b> .....	<b>3</b>

**Minimum total hours<sup>4</sup>..... 130-133**

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

<sup>2</sup> Must have C or better

<sup>3</sup> Two (2) semesters of the same language.

<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.

<sup>5</sup> For a list of courses that will meet the Humanities general education requirement, see page 31.

**Bachelor of Science in Education—  
Major in Secondary Education  
(Area of Concentration in Comprehensive Science)**

<b>1. General Education Requirements</b> .....	<b>50-53</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>24-27</b>
A EGL 101 <sup>2</sup> and 102 <sup>2</sup> .....	6
A EGL 250 or above .....	3
Math/Statistics .....	6-7
ASTA 201 or ASTA 509	
AMTH 122 or AMTH 141	
Applied Speech Communication <sup>2</sup> .....	3

ACOM 201 or 241	
Languages <sup>3</sup> .....	6-8

<b>B. Methods and History of Disciplines<sup>4</sup></b> .....	<b>26</b>
Natural Sciences .....	8
ABIO 101 <sup>2</sup>	
APHY 201 <sup>2</sup> or 211 <sup>2</sup>	
Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
Humanities <sup>5</sup> (at least two areas) .....	6
History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Philosophy (not logic), Communications (last two digits in 50s or 60s), Honors (AHON acronym)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	

<b>2. Professional Education Requirements<sup>2</sup></b> .....	<b>37</b>
AEDC 442 .....	3
AEDF 321 .....	3
AEDP 330 .....	3
AEDR 518 .....	3
AEDS 311, 446, 446P, 453, 453P .....	10
AEDS 471, 476 .....	15
<b>3. Subject Area Requirements<sup>2</sup></b> .....	<b>44</b>
ABIO 102, 370 .....	8
ACHM 111, 112, and 300 or above .....	12
APHY 202 or 212 .....	4
AAST 111 .....	4
AGLY 101 or 103 .....	4
AGLY 201 .....	4
ABIO, AGLY, ACHM, APHY above 300 .....	4
ABIO 499 and ABIO 490 or AGLY 490 .....	4

**4. General Electives ..... 0-3**

**Total Hours<sup>4</sup>..... 134**

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

<sup>2</sup> Must have C or better

<sup>3</sup> Two (2) semesters of the same language.

<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.

<sup>5</sup> For a list of courses that will meet the Humanities general education requirement, see page 31.

**Bachelor of Arts in Education—  
Major in Secondary Education  
(Area of Concentration in Comprehensive Social Studies)**

<b>1. General Education Requirements</b> .....	<b>50-52</b>
<b>A. Skills and Competencies<sup>1</sup></b> .....	<b>24-26</b>
A EGL 101 <sup>2</sup> and 102 <sup>2</sup> .....	6
A EGL 250 or above .....	3
Math/Statistics/Logic <sup>3</sup> .....	6
Applied Speech Communication <sup>2</sup> .....	3
ACOM 201 or 241	
Languages <sup>4</sup> .....	6-8

**B. Methods and History of Disciplines<sup>5</sup> ..... 26**  
 Natural Sciences ..... 8  
     Biology with Lab  
     Physical Science with Lab (e.g., Chemistry, Physics, Astronomy, Geology)  
 Social and Behavioral Sciences ..... 6  
     (ASCY 101 and APSY 101)<sup>2</sup>  
 Humanities<sup>6</sup> (at least two areas) ..... 6  
     History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Philosophy (not logic), Communications (last two digits in 50s or 60s), Honors (AHON acronym)  
     History of Civilization (AHST 101)<sup>2</sup> ..... 3  
     American Political Institutions (APLS 201)<sup>2</sup> ..... 3

**2. Professional Education Requirements<sup>2</sup> ..... 37**  
 AEDC 442 ..... 3  
 AEDF 321 ..... 3  
 AEDP 330 ..... 3  
 AEDR 518 ..... 3  
 AEDS 311, 446, 446P, 449, 449P ..... 10  
 AEDS 471, 476 ..... 15

**3. Subject Area Requirements<sup>2</sup> ..... 27**  
 AHST 102, 201, and 202 ..... 9  
 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: ..... 12-17**  
 Select one area of concentration for a total of 12-17 hours.

**History Concentration (300 level or above)**  
 US History ..... 3  
 European History ..... 3  
 History (Other than European or US) ..... 3  
 AHST 300 ..... 4

**Political Science Concentration**  
 International Relations/Comparative Politics ..... 3  
 Political Theory (300 level or above) ..... 3  
 American Government (300 level or above) ..... 3  
 APLS 301 ..... 4

**Sociology Concentration**  
Part I (select two courses) ..... 6  
 ASCY 301 (Gender Roles)  
 ASCY 305 (Sociology of Family)  
 ASCY 355 (Minority Group Relations)  
 ASCY 504 (Social Stratification)  
 ASCY 507 (Social Control)  
Part II:  
 ASCY 497 (Sociological Research Methods) ..... 4  
 (select two courses, with no more than one from any group) ..... 6-7  
     *Group A:*  
     ASCY 310 (Social Demography)  
     *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 each group ..... 9

*Group A*

APSY 350 (Learning and Behavior)  
 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 ..... 0-7**

**Total hours<sup>5</sup> ..... 133**

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

<sup>2</sup> Must have C or better

<sup>3</sup> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

<sup>4</sup> Two (2) semesters of the same language.

<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> For a list of courses that will meet the Humanities general education requirement, see page 31.

## **Bachelor of Arts in Special Education**

The Special Education program provides preparation for teaching children, youth, and young adults with disabilities ages birth through 21 in public and private education environments. Each teacher education candidate 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<sup>1</sup> ..... 21-23**

English 101 <sup>2</sup> and 102 <sup>2</sup> .....	6
Applied Speech Communication (ACOM 201 or 241) <sup>2</sup> .....	3
AMTH 108 <sup>2</sup> , AMTH 221 <sup>2</sup> or 222 <sup>2</sup> .....	6 <sup>3</sup>
Languages <sup>4</sup> .....	6-8

#### **B. Methods and History of Disciplines<sup>5</sup> ..... 29**

Natural Sciences .....	8
Biology with lab and either Chemistry, Physics, Geology, or Astronomy with lab .....	
Social/Behavioral Sciences .....	6
Sociology, Anthropology, Economics, Political Science, or Geography .....	3
APSY 101 .....	3
Humanities <sup>6</sup> (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Humanities (AHUM acronym), Religion, Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym) 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>2</sup> .....63-64**

AEDC 310, 110L, or AEDS 311 .....	1-2
AEDF 321 .....	3
AEDE 410 .....	3
AEDX 440 .....	3
AEDX 400 .....	3
1st Semester Junior Block: AEDX 403, 403P, 420, 425, 425P .....	11
2nd Semester Junior Block: AEDX 402, 427, 430, 435, 435P .....	13
1st Semester Senior Block: AEDX 410, 415, 415P, 424, 424P .....	11
2nd Semester Senior Block: AEDX 472, 476 .....	15

### **3. Subject Area Requirement (APSY 310 or 410) ..... 3**

### **4. Concentration Area .....12**

#### **Chemistry Concentration**

Candidates must complete the following three (3) courses:

- ACHM 111
- ACHM 112
- ACHM 321 and ACHM 321L

#### **Communications Concentration<sup>7</sup>**

Candidates must complete one (1) course from Group A and Group B, and two (2) from Group C

#### **Group A**

- ACOM 201 (Interpersonal Communication or
- ACOM 241 (Public Speaking)

#### **Group B**

- ACOM 303\*\* (Communications Law and Ethics) or
- ACOM 352 (History and Philosophy of the Mass Media) or
- ACOM 300 (Media and Society)

#### **Group C**

- ACOM 450\*\* (Intercultural Communication)
- ACOM 385\* (Group Communication)
- ACOM 455\* (Gender, Communication, and Culture)
- ACOM 351\*\* (Persuasive Communications)
- ACOM 353 (Advanced Public Speaking)
- ACOM 342\*\* (Interviewing)

#### **English Concentration**

Candidate must take four (4) courses from any one (1) area in English listed below:

#### **American Literature**

- AEGL 425
- AEGL 426
- AEGL 427
- AEGL 428
- AEGL 430
- AEGL 431
- AEGL 435
- AEGL 449

#### **British Literature**

- AEGL 401
- AEGL 407
- AEGL 408
- AEGL 409
- AEGL 411
- AEGL 412
- AEGL 416
- AEGL 417
- AEGL 419
- AEGL 423
- AEGL 424

#### **Literature**

- AEGL 362
- AEGL 389
- AEGL 390
- AEGL 391
- AEGL 393
- AEGL 394
- AEGL 415
- AEGL 434
- AEGL 474
- AEGL 491
- AEGL 494

#### **Writing**

- AEGL 450
- AEGL 460
- AEGL 461
- AEGL 462
- AEGL 463
- AEGL 464
- AEGL 468
- AEGL 469

### History Concentration

Candidate must complete four (4) courses from any one (1) area:

#### American

AHST 330  
AHST 331  
AHST 332  
AHST 334  
AHST 335  
AHST 338  
AHST 340  
AHST 341  
AHST 351  
AHST 430  
AHST 435  
AHST 451  
AHST 452  
AHST 464

#### European

AHST 312  
AHST 313  
AHST 319  
AHST 320  
AHST 321  
AHST 325  
AHST 326  
AHST 329  
AHST 429

#### Non-Western

AHST 361  
AHST 362  
AHST 366  
AHST 423  
AHST 492

### Philosophy-Religion

Candidate must complete any four (4) of the following courses:

APHL 302  
APHL 303  
APHL 304  
APHL 311  
APHL 390  
AREL 301  
AREL 302  
AREL 390

### Political Science Concentration

Candidate must complete any four (4) upper level courses above APLS 301.

### Psychology Concentration

APSY 300\* (History and Systems) and one from each of the following groups:

#### 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

Any one (1) 400 level course

### Sociology Concentration

ASCY 310 (4 hrs) Social Demography  
ASCY 320 (Individual and Society)  
And any two (2) of the following courses:  
ASCY 301 Sociology of Gender Roles  
ASCY 305 Sociology of the Family  
ASCY 308 Community Organization  
ASCY 351 Urban Sociology  
ASCY 350 Sociology of Delinquent Youth Behavior or ASCY 353 Sociology of Crime Behavior  
ASCY 355 Minority Group Relations  
ASCY 360 Sociology of Medicine and Health  
ASCY 460 Sociology of Mental Health  
ASCY 496 Sociological Theory

\* Offered Fall Only

\*\* Offered Spring Only

5. General Electives ..... 0-2

Minimum total hours ..... 130

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

<sup>2</sup> Must have C or better

<sup>3</sup> If placed out of AMTH 108, then AMTH 122 is required. If AMTH 108 is taken, then AMTH 221 is recommended as the second math course.

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

<sup>5</sup> At least 3 credit hours must be in non-Western world studies. Courses satisfying this requirement are listed in the *USCA Bulletin*.

<sup>6</sup> For a list of courses that will meet the Humanities general education requirement, see page 31.

<sup>7</sup> If ACOM 201 or ACOM 241 is used as a Gen Ed Elective, then the other course is required as part of the concentration.

### 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 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 in Education or permission of Dean) 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 210 Trends and Issues in Early Childhood Education. (3)** Trends and Issues in Early Childhood Education will include an overview of the field of early childhood education which spans the ages of birth through eight. A variety of programs work with children in this age range including child care, child development, parent education, preschool and public school. This course will survey the state and federal programs which work with children of this age.
- AEDE 410 Family Life in Early Childhood. (3)** (Prereq: admission to Professional Program in Education or permission of Dean; Coreq: Junior Block) 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 in Education or permission of Dean; Coreq: Senior Block: AEDE 435P, AEDE 436, AEDE 544) 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 Dean; 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 Dean; Coreq: Senior Block: AEDE 435, AEDE 436P, AEDE 544) 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 Dean; 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 Internship in Early Childhood Education. (12)** (Prereq: admission to Professional Program in Education and Internship.) A program of observation and teaching in the public schools under the supervision of university and public school personnel.
- 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 in Education or permission of Dean.) 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 in Education or permission of Dean.) 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 in Education or permission of Dean; Coreq: Senior Block: AEDE 435, AEDE 436, 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 Dean; 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 Professional Program in Education or special permission of Dean; 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 Professional Program in Education or special permission of Dean; 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 Professional Program in Education or special permission of Dean, 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 Professional Program in Education or special permission of Dean; 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 Professional Program in Education or special permission of Dean; 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 Professional Program in Education or special permission of Dean; 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 Professional Program in Education or special permission of Dean; 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 Professional Program in Education or special permission of Dean; 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 Professional Program in Education or special permission of Dean; Coreq: Senior Block) Study of formal and informal assessment instruments and strategies and their application in measuring and monitoring learning.

**AEDL 470 Internship in the Elementary School. (12)** (Prereq: Admission to the Professional Program in Education and to the Teaching Internship; Coreq: AEDL 476). 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 in Education; 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 in Education; 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 in Education) 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 in Education) 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 403P Practicum in Assessment of People with Exceptionalities. (1)** (Prereq: Admission to the Professional Program; Coreq: AEDX 403) This course will provide practical observation and practice regarding assessing students with exceptionalities in an educational setting. Candidates will be required to administer, score, and interpret assessments for students with exceptionalities.
- 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 Transitioning. (3)** (Prereq: AEDX 400 and Admission to the Professional Program in Education) 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 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 in Education) 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 415P Practicum in the Instruction of People with Mental Retardation. (1)** (Prereq: Permission of instructor and AEDX 400; Coreq: AEDX 415) Field experiences in the application of methods and materials for people with mental retardation. 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 in Education; 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 in Education; 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 in Education; 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 in Education; 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 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 in Education; 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 in Education; 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 425P Practicum in the Instruction of Learning Disabilities. (1)** (Prereq: Permission of instructor and AEDX 400; Coreq: AEDX 425) Field experiences in the application of methods and materials for learning disabilities which address certification requirements.
- AEDX 427 Teaching Reading in General Education and Special Education. (3)** (Prereq: Admission to the Professional Program and AEDX 400) Study of methods of reading instruction used by P-12 learners with and without disabilities.
- AEDX 430 Characteristics of Emotional Disabilities. (3)** (Prereq: AEDX 400 and Admission to any Professional Program in Education or permission from the Dean) A survey of people with emotional disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with emotional disabilities in the least restrictive environment.
- AEDX 435 Methods/Procedures in Emotional Disabilities. (3)** (Prereq: AEDX 400, AEDX 430 and Admission to the Special Education Professional Program. Coreq: AEDX 435P) Methods and procedures related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with emotional disabilities, including the development of Individualized Education Programs. Meets multicategorical special education certification and emotional disabilities certification requirements.
- AEDX 435P Practicum in the Instruction for Students with Emotional Disabilities. (1)** (Prereq: AEDX 400, AEDX 430 and Admission to the Special Education Professional Program. Coreq: AEDX 435) Field experiences in the application of methods and materials for people with emotional disabilities, including the development of Individualized Education Programs. Meets multicategorical special education certification and emotional disabilities certification requirements. This course requires 75 hours of clinical field experience.
- AEDX 440 Assistive Technology for Diverse Learners. (3)** This is an introductory course intended to expose students to a variety of technologies used by and with persons with exceptionalities. Students will gain hands-on skills in designing technology-based instructional materials for students with a wide range of exceptionalities. A focus on Universal Design for Learning is at the core of this course, with a goal of providing students with the ability to adapt technology, instruction, and assessment to meet a range of student needs. Exposure to adaptive and assistive technologies, as well as state-of-the-art software and hardware, will take place during the course.
- AEDX 472 Internship in Special Education. (12)** (Prereq: Admission to the Professional Program in Special Education and Admission to Internship in Special Education; 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 in Special Education and Admission to Internship in Special Education; Coreq: AEDX 472) The course is the synthesis and critical evaluation of professional studies in special education.
- AEDX 499 Special Topics in Special Education. (3)** Intensive consideration of special topics.

#### 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 Professional Program in Education or special permission of Dean; 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 Professional Program in Education or special permission of Dean; 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 Professional Program in Education or special permission of Dean; Coreq: Senior Block) Clinical and classroom aspects of teaching students with reading difficulties are explored with emphasis on assessment, instructional materials and teaching techniques. 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 Content Area Reading and Writing. (3)** (Prereq: admission to Professional Program in Education 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. Candidates will complete a minimum of 20 hours in the middle or high school classroom.

#### Secondary Education (AEDS)

- AEDS 311 Introduction to Adolescent Education. (2)** (Prereq: Sophomore status) A historical overview of the emergence of the public middle and high schools. Candidates will study the psychological, intellectual, and emotional characteristics of the adolescent student. Candidates will be introduced to standards, lesson planning, and ADEPT evaluation as it relates to middle/high school settings. Connected supervised clinical experiences (minimum of 20 hours) will focus on observation and analysis of classroom settings.
- AEDS 446 Classroom Management and Assessment in the Middle and High School. (3)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 446P) Study of classroom management strategies for middle and high school classrooms including grouping, grading, behavior management, and organization of the students, space, time and materials for effective learning to take place. Additional study of formal and informal assessment instruments and strategies and their application in measuring and monitoring student learning will occur.
- AEDS 446P Practicum in Classroom Management and Assessment in the Middle and High School (1)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 446) Candidates will participate in supervised observation and application of classroom management and assessment techniques in clinical settings in both the middle or high school classrooms. Candidates will complete a minimum of 20 hours in the middle or high school classroom.
- AEDS 447 Methods of Teaching English/Language Arts in the Middle and High School. (3)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 447P) Materials and methods of teaching English language arts in grades 5-12. Candidates are required to work with a master teacher in either the middle or high school for selected activities in a co-requisite practicum. Also open to degreed students seeking teacher certification.
- AEDS 447P Practicum in Teaching English/Language Arts in the Middle and High School. (1)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 447) Supervised clinical experience in a middle or high school English or Language Arts classroom. Observation and participation is required with a focus on English/Language Arts learning experiences, materials and equipment. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom.

- AEDS 449 Methods of Teaching Social Studies in the Middle and High School. (3)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 449P) Materials and methods of teaching history and social studies in grades 5-12. Candidates are required to work with a master teacher in either the middle or high school for selected activities in a co-requisite practicum. Also open to degreed students seeking certification.
- AEDS 449P Practicum in Teaching Social Studies in the Middle and High School. (1)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 449) Supervised clinical experience in a middle or high school social studies classroom. Observation and participation is required with a focus on social studies learning experiences, materials and equipment. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom.
- AEDS 450 Methods of Teaching Mathematics in the Middle and High School. (3)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 450P) Materials and methods of teaching mathematics in grades 5-12. Candidates are required to work with a master teacher in either the middle or high school for selected activities in a co-requisite practicum. Also open to degreed students seeking certification.
- AEDS 450P Practicum in Teaching Mathematics in the Middle and High School. (1)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 450) Supervised clinical experience in a middle or high school mathematics classroom. Observation and participation is required with a focus on mathematical learning experiences, materials and equipment. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom.
- AEDS 453 Methods of Teaching Science in the Middle and High School. (3)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 453P) Materials and methods of teaching science in grades 5-12. Candidates are required to work with a master teacher in either the middle or high school for selected activities in a co-requisite practicum. Also open to degreed students seeking certification.
- AEDS 453P Practicum in Teaching Science in the Middle and High School. (1)** (Prereq: Admission to the Professional Program in Education or permission of Dean; Coreq: AEDS 453) Supervised clinical experience in a middle or high school science classroom. Observation and participation is required with a focus on science learning experiences, materials and equipment. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom.
- AEDS 471 Internship in the Middle or High School. (12)** (Prereq: Admission to both the Professional Program in Education and Internship; Coreq: AEDS 476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.
- AEDS 476 Senior Seminar. (3)** (Coreq: AEDS 471) The synthesis and critical evaluation of professional studies in the Middle and High School.

# School of Nursing

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L. Julia Ball, Ph.D., Dean of the School of Nursing  
Maggie T. Dorsey, 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. In addition, the School of Nursing offers a Bachelor of Science in Nursing Completion track. This program is approved and fully accredited by the National League for Nursing Accrediting Commission (61 Broadway - 33rd Floor, New York, New York, 10006; Telephone number: 800-669-1656, ext. 153; Fax number: 212-812-0390; e-mail address: www.nlnac.org).

The nursing curriculum provides a required sequence of courses in nursing as well as required courses in the behavioral, biological, and physical sciences and communications. Learning experiences occur in a variety of settings, including the classroom, science laboratories, nursing skills laboratory, and area health care facilities.

Courses in the BSN completion track build upon the student's basic nursing program in preparation for practice in a variety of clinical settings.

## Professors

Lou Gramling, RN (Psychiatric Nursing), Ph.D., Medical College of Georgia, 1991,  
Linda Johnston, RN, (Adult Nursing), Ph.D., Medical College of Georgia, 1993

## Associate Professors

L. Julia Ball, RN, (Gerontology), Ph.D., University of South Carolina/Medical University of South Carolina, 1997  
Patricia R. Cook, RN, (Adult Nursing), Ph.D., University of South Carolina, 1995, *School of Nursing Chair in Neuroscience or Surgical Nursing*

## Assistant Professors

Maggie T. Dorsey, RN, (Adult Nursing), M.S.N., Medical College of Georgia, 1981, *Ione Wells Hanly/Bank of America Chair in Nursing*  
Phyllis R. Farr-Weinstein, RN, ANP, (Adult Nursing), M.S.N., Medical College of Georgia, 1984  
Thayer McGahee, RN, (Health Care Across the Life Span), Ph.D., Medical College of Georgia, 1998  
Parivash S. Mura, RN, (Maternal-Child), M.S.N., Medical College of Georgia, 1973

## Instructors

Peggy A. Morowski, RN, (Nursing Administration), M.S.N., University of California-San Francisco, 1984  
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

## Distinguished Professor Emerita

Trudy G. Groves, RN, GNPC, (Gerontological Nursing), Ed.D., University of Georgia, 1985

## Professors Emeriti

Sandra J. Chubon, RN, (Community Health), Ph.D., University of South Carolina, 1986  
Janice Cullen, RN, (Adult Nursing), Ed.D. University of South Carolina, 1994  
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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## BSN PROGRAM

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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 (61 Broadway - 33rd Floor, New York, New York, 10006; Telephone number: 800-669-1656, ext. 153; Fax number: 212-812-0390; e-mail address: www.nlnac.org). 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.

A graduate of the BSN Program at USCA:

1. Provides professional nursing care based on knowledge derived from theory and research.
2. Utilizes critical thinking in the provision of nursing care.
3. Communicates effectively.
4. Accepts responsibility and accountability for functioning within the legal and ethical scope of nursing practice.
5. Demonstrates commitment to the values of caring and diversity.
6. Coordinates the health care of clients across the lifespan in collaboration with other members of the health care team.
7. Applies strategies for health promotion, risk reduction, and disease prevention across the lifespan.

8. Explains the need for lifelong learning.
9. Explains the importance of participation in activities to improve the nursing profession.

## 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.

## BSN Generic Track

### Admission Requirements

#### General Admission

Admission to the University of South Carolina Aiken is determined by standard admission requirements. Incoming first year students wishing to pursue a nursing degree must have a predicted GPA of 3.0 or above for placement in the 8 semester curriculum plan and assignment to a nursing advisor.

#### Admission to Clinical Nursing Courses

Students in the baccalaureate degree in nursing major may apply for admission no later than October 15th to begin the clinical nursing course sequence in the spring semester or March 15th to begin the clinical nursing course sequence in the fall 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 required courses (contact the School of Nursing office or the web site 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.

Transfer students, change of major students, students with undergraduate degrees, and students returning to the University after an absence of at least 12 months who do not have a GPA of 2.75 may be considered for admission to the clinical nursing courses after meeting the following criteria:

- Successful completion of 15 hours with a 3.0 GPA in USCA courses; or
- Successful completion of 30 hours with a 2.75 GPA in USCA courses.

**To meet these requirements, it is strongly recommended that students enroll in course work that is degree applicable.**

A suggested course of study is available through the student's nursing advisor. Any student who has not achieved a 2.75 GPA with 60 attempted semester hours at USCA will not be allowed to remain in the nursing program and will be required to change majors.

Courses designated as professional nursing courses are limited to candidates who have been formally accepted into the USCA nursing program.

### 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. Any time that nursing students incur a second failure in the same course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two failures in different courses of the major requirement, they will be dismissed from the School of Nursing.
3. Any failed course in the major requirements must be retaken at the USCA School of Nursing.
4. A grade of 'C' or better in any prerequisite to other courses is required before progression to the next course.
5. A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.
6. ANRS 411 is required during the last semester of degree work.
7. Students must complete all nursing courses in ten major semesters (fall & spring) after acceptance into the clinical courses.

Student records will be monitored for suspensions at the end of each semester by nursing faculty. Students will be notified of suspension from the BSN program.

### Testing

Throughout the curriculum, standardized achievement tests are used to assess students' progress in specific nursing content. Based on the results of these tests, students will be required to remediate course content. The remediation work must be satisfactorily completed by the last day the class meets. Incomplete remediation will result in course failure and a grade no higher than a "D". A testing fee will be charged to students each semester to cover the cost of these tests.



## Transfer Credit

Transfer students must have a cumulative GPA of 2.75 or better. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. The courses must meet the University requirements for transfer credits. 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.

## 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.

## 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 clinical professor. An arrangement for missed/excused work is made at the discretion of the course coordinator.

## Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook*.

## Student Release Form

Students are required to sign a Student Release Form. This form includes the following statements:

I hereby release the School of Nursing and the University of South Carolina Aiken from responsibility for any injury or illness to me (and if pregnant, my unborn baby) while attending hospital or other clinicals. I understand that risks 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 - 33rd Floor, New York, New York 10006; Telephone number: 800-669-1656, ext. 153; Fax number: 212-812-0390; e-mail address: [www.nlnac.org](http://www.nlnac.org).

## Program of Study

### Bachelor of Science in Nursing

#### Generic Track

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
    - Math 108 or higher and Statistics<sup>3</sup> ..... 6
    - Applied Speech Communication<sup>4</sup> ..... 3
  - B. **Methods and History of Disciplines**<sup>5</sup>
    - Natural Sciences ..... 16  
(Anatomy, Physiology, Microbiology, and Chemistry<sup>6</sup>)
    - Social/Behavioral Sciences ..... 9  
(Introductory Psychology, Developmental Psychology, Introductory Sociology)
    - Humanities<sup>7</sup> (at least two areas) ..... 9  
Philosophy (not logic),  
History, Literature, Fine Arts History,  
Religion, Humanities (AHUM acronym),  
Selected Language courses,  
Communications (last two digits in 50s or 60s),  
Honors (AHON acronym)  
History of Civilization (AHST 101 or AHST 102) ..... 3  
American Political Institutions ..... 3  
(APLS 201, AHST 201, or AHST 202)
2. **Major Requirements** ..... 67
  - A. **ANRS 201, 202, 301, 303, 307, 312, 315, 322, 323, 324, 411, 413, 414, 415, 416, 418**

**Total hours required**<sup>5</sup> ..... 122

- <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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
- <sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342.
- <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 following are accepted for Chemistry: ACHM 101 or ACHM 111.
- <sup>7</sup> For a list of courses that will meet the Humanities general education requirement, see page 31.

## Course Descriptions

### BSN Generic Track (ANRS)

- ANRS 201 Fundamentals of Nursing. (5)** (Prereq: Admission to the professional program) This course will introduce the nursing student to the theory and practice related to the application of concepts and skills in providing nursing care. (3 hour lecture, 6 hours lab/week)
- ANRS 202 Theoretical Foundations of Nursing Practice. (3)** (Prereq: Admission to the professional program and C or better in ABIO 330) 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.

- ANRS 301 Pharmacology. (3)** (Prereq: ABIO 242) The study of the pharmacodynamics and pharmacokinetics of medications with emphasis on nursing implications for patient care.
- ANRS 303 Adult Health Nursing. (9)** (Prereq: ABIO 330, ANRS 201, ANRS 307, ANRS 312, ANRS 202; Co-req: ANRS 301) 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/per week)
- ANRS 307 Health Assessment. (3)** (Prereq: ABIO 232, ABIO 242, admission to Baccalaureate in Nursing clinical courses) Introduces the student to a foundation in assessing the physical and psychosocial health status of individuals across the lifespan; assessment skills and selected screening procedures will be applied in a client simulated lab. (2.5 hours lecture/1.5 hours lab/ per week)
- ANRS 308 Professional Nursing. (3)** (Prereq: RN Licensure and admission to Baccalaureate in Nursing clinical courses) The development of nursing as a professional discipline and science and related issues; introduction to nursing theories, processes and practice roles.
- ANRS 312 Pathophysiology. (3)** (Prereq: ABIO 232, ABIO 242, admission to Baccalaureate in Nursing clinical courses) Focuses on the pathological bases of disease processes and clinical manifestations of selected diseases.
- ANRS 315 Community Health Nursing. (5)** (Generic Track Prereq: ANRS 323, ANRS 324; Completion Track Prereq: RN Licensure and ANRS 308 and ANRS 307; Completion Track Prereq. or Co-Req: ANRS 312) 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. (3 hours lecture/ 6 hours lab/ per week)
- ANRS 322 Psychiatric Nursing. (5)** (Prereq: ANRS 303, ANRS 323, ANRS 301) 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)
- ANRS 323 Maternity Nursing. (5)** (Prereq: ANRS 201, ANRS 307, ANRS 312, ANRS 202) 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)
- ANRS 324 Child Health Nursing. (5)** (Prereq: ANRS 303, ANRS 301, ANRS 323) 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)

- ANRS 398 Special Topics. (1-3)** (Prereq: Consent of instructor) An elective course on selected topics in nursing.
- ANRS 411 Leadership and Management. (4)** (Generic Track Prereq: ANRS 315, ANRS 413, ANRS 415; Generic Track Coreq: ANRS 416; Completion Track Prereq: Enrollment in BSN Completion and in last semester) 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. (3 hours lecture/ 3 hours lab/ per week)
- ANRS 413 Nursing Research. (3)** (Completion Track Prereq: ANRS 308 and one of the following: APSY 225 or ASTA 201 or ABUS 296; Generic Track Prereq: ANRS 303 or Permission of Instructor, and one of the following: APSY 225 or ASTA 201 or ABUS 296) The course provides an introduction to analytical and critical thinking, scientific concepts, methods and decisions, ethical and legal concerns, and research techniques essential to the research process. Emphasis is placed on the student as a consumer of nursing research.
- ANRS 414 Ethical-Legal Issues in Nursing. (3)** (Completion Track Prereq: ANRS 308; Generic Track Prereq: ANRS 303 or Permission of Instructor) 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.
- ANRS 415 Gerontological Nursing. (5)** (Generic Track Prereq: ANRS 324 and ANRS 323; Completion Track Prereq: ANRS 308; Completion Track Prereq. or Coreq: ANRS 315) 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)
- ANRS 416 Adult Health Nursing II. (5)** (Prereq: ANRS 315, ANRS 413, ANRS 415; 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)
- ANRS 418 Entry into Practice. (1)** (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.
- ANRS 420 Nursing Care of the Client with Complex Health Needs. (3)** (Prereq: RN Licensure and last semester of nursing) In this course students are expected to synthesize knowledge from all previous courses as care is provided to people with complex health needs in hospitals, clinics, or specialized health care facilities. Critical thinking will guide the student's ability to identify nursing diagnoses, develop knowledge-based nursing interventions, evaluate outcomes, and revise nursing care for individuals and families. Emphasis is placed on continuity of quality care and on achieving

proficiency in assessment, psychomotor, and communication skills, the integration of professional values, and the ability to coordinate care in a variety of settings.

## BSN Completion Track

### **BSN Completion Major Admissions Requirements**

1. admission to USCA;
2. Associate of Science degree in nursing or diploma in nursing and South Carolina RN licensure;
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 Office of Admissions after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. The courses must meet the University requirements for transfer credits. 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.

### **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 (ANRS 312). 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. Any time that nursing students incur a second failure in the same course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two failures in different courses of the major requirement, they will be dismissed from the School of Nursing.
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
Math 108 or higher and Statistics <sup>3</sup> .....	6
Applied Speech Communication <sup>4</sup> .....	3

##### B. Methods and History of Disciplines<sup>5</sup>

Natural Sciences .....	16
(Anatomy, Physiology, Microbiology, and Chemistry)	
Social/Behavioral Sciences .....	9
(Introductory Psychology, Developmental Psychology, Introductory Sociology)	
Humanities <sup>6</sup> (at least two areas) .....	9
Philosophy (not logic), History, Literature, Fine Arts History, Religion, Humanities (AHUM acronym), Selected Language courses, Communications (last two digits in 50s or 60s), Honors (AHON acronym)	
History of Civilization (AHST 101 or AHST 102) .....	3
American Political Institutions .....	3
(APLS 201, AHST 201, or AHST 202)	

#### 2. Major Requirements ..... 57

##### 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
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## B. Baccalaureate Level Courses:

ANRS 307, 308 .....	6
ANRS 312, 315 .....	8
ANRS 411, 413 .....	7
ANRS 414, 415, 420 .....	11

#### 3. Electives ..... 8

#### 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> AMTH 221 and AMTH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
- <sup>4</sup> The following are considered Applied Speech Communication courses: ACOM 201, ACOM 241, and ACOM 342.
- <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> For a list of courses that will meet the Humanities general education requirement, see page 31.

\* The Program of Study for the BSN major is determined by the date of initial acceptance into the BSN 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 Track (ABSN)

Admission to the BSN program is a prerequisite for all courses unless otherwise specified.

- 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) **(Note: this course will be offered for the last time during the fall of 2006.)**
- ABSN 411 Leadership and Management. (3)** (Prereq or Coreq: NRS 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) **(Note: this course will be offered for the last time during the fall of 2006.)**
- 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) **(Note: this course will be offered for the last time during the fall of 2006.)**

# 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 159. For information on the Master of Science Degree in Applied Clinical Psychology see page 162.

## GRADUATE ASSISTANTSHIPS

For information on Financial Aid and Graduate Assistantships, see the individual schools.

## GRADUATE OFFICE

The Graduate Office coordinates the offering of graduate courses on campus including 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., Dean of the School of Education  
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 as follows:

1. The advanced *Dynamic Educator* as Planner evaluates general principles of elementary school curriculum and construction.
2. The advanced *Dynamic Educator* as Planner examines contemporary educational issues and evaluates solutions in terms of research on best practice.
3. The advanced *Dynamic Educator* as Planner demonstrates an understanding of the connection and application of content standards, practices, and assessments and how they affect student learning for all children.
4. The advanced *Dynamic Educator* as Manager analyzes and applies theories of human development and classroom management to create a classroom community that maximizes student learning for all children.
5. The advanced *Dynamic Educator* as Instructor investigates, evaluates, and implements innovative methods of teaching and instructional materials in the elementary school.
6. The advanced *Dynamic Educator* as Instructor analyzes and synthesizes the relationship between theory and practice within the educational process.
7. The advanced *Dynamic Educator* as Instructor investigates and uses instructional and informational technology for inquiry-based learning.
8. The advanced *Dynamic Educator* as Communicator enhances professionalism through active participation in the learning community (through activities such as mentoring, conducting professional development activities, working collaboratively across grade levels, and, when appropriate, being a leader of change).
9. The advanced *Dynamic Educator* as a Professional examines and evaluates contemporary issues that impact the learning of students from underrepresented groups and diverse cultures.
10. The advanced *Dynamic Educator* as a Professional reflects on own teaching practices and dispositions and examine how they impact student learning for all children.

### 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.edu/education](http://www.usca.edu/education)

### Professors

Jeffrey M. Priest (Zoology/Wildlife Ecology), Ph.D., Southern Illinois University, 1986  
Margaret Riedell (Reading Education), Ph.D., University of South Carolina, 1979  
Thomas J. C. Smyth (Reading Education), Ph.D., University of South Carolina, 1983, *Westinghouse Endowed Professorship in Instructional Technology*

### Associate Professors

Sally McClellan (Elementary Education), Ph.D., University of South Carolina, 1992  
Audrey Skrupskelis (Elementary/Early Childhood Education), Ph.D., University of South Carolina, 1989  
Vernelle Tyler (Elementary Education), Ph.D., University of South Carolina, 1993

### Assistant Professors

Deborah Haskell (Science Education), Ph.D., Clemson University, 2002  
Tim Lintner (Social Sciences and Comparative Education), Ph.D., University of California, 1998  
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

### Distinguished Professor Emeritus

James F. Kauffman (Education), Ph.D., University of Denver, 1971

### 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-A 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. in Elementary Education Program for approval. Upon approval, students receive an official letter of acceptance from the Dean of the School of Education. Students meet with the Coordinator to complete a program of study as soon as possible after acceptance.

### Admission Requirements

Acceptance by the School of Education will be based upon the applicant's total academic profile. Application to the Masters Degree in Elementary Education Program can be made after completion of at least a bachelor's degree in a field of education 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 2.5, a score of 390 (or a score of 35 if taken prior to Fall 2004) on the Miller's Analogies Test or scores of 450 on both the verbal and quantitative portions of the Graduate Record Exam, a well-written letter of intent that matches the objectives of the program, and positive letters of recommendation from individuals who know the professional characteristics of the applicant. Any exceptions for students failing to meet minimum standardized test score requirements shall be referred to the Admissions Committee for review and final decision.

## Enrollment Classifications:

1. **Full Admission Status:** Applicants who have met all requirements for admission including satisfactory scores on the Graduate Records Examination or Miller Analogies Test, satisfactory references and satisfactory academic performance at an accredited university or college. Up to 12 hours of graduate credit from an accredited university or college may be accepted toward the degree, subject to approval of the School of Education. A maximum of 6 hours of graduate coursework identified as professional development courses may be applied toward the M.Ed. Degree subject to approval of the School.
2. **Non-degree Enrollment Status:** Students who intend to seek a graduate degree, but lack one or more of the requirements for full admission status, or who are seeking graduate credit for the purpose of recertification or for transfer to another college or university. Only six (6) hours taken as a non-degree student at any USC campus may be used toward a degree program.
3. **Provisional Status:** Applicants who intend to seek a graduate degree, but lack sufficient requirements for full admission status may be provided provisional status. Provisional students must attain a 3.0 grade point average during the first 12 credit hours to be eligible for full admission. (These courses may be designated by department).

A non-refundable application fee of \$40 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.

## Graduate Assistantships

Periodically, graduate assistantships are made available through various grants received by the School of Education. Graduate assistantships carry a stipend that vary with the funding sources and number of hours of work required as part of the assistantship. Students should contact the program coordinator to inquire about assistantship availability and application procedure.

## ACADEMIC REGULATIONS

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken.

The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy, or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin. Graduate students in master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of those goals. The school will work closely with students facing such problems, in an effort to resolve them with minimum 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 Dean of the School of Education, and the Executive 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. To register for more than 12 hours, a student must obtain course overload approval from the department head/school chair. 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 Dean of the School of Education. The applicant must pay to the Graduate Office of the institution, in advance of the examination, a non-refundable fee of \$25.00 per credit hour.

### Transfer Credit

Up to 12 semester hours of credit with grades of **B** or better (or equivalent grades if a different system is used) from other institutions of approved graduate standing may be transferred for use with the restrictions that the credit must have been earned at an institution accredited, at the time the course work was completed. The only exceptions to this standard are as follows: transfer from foreign institutions, transfer of course work completed at an accredited institution, or the acceptance of credit for military education.



Transfer must be approved by the Coordinator of the M.Ed. Program and by the Dean of the School of Education. The credit must be dated within the six-year period allowed for a degree. There is no 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 Executive Vice Chancellor for Academic Affairs for approval. See page 30 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 candidate's official program of education must be approved not only by the advisor but by the Dean of the School of Education and the Executive Vice Chancellor of Academic Affairs.
2. Successful completion of a comprehensive evaluation which includes midpoint check, and a final evaluation that 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 Mid-Point Evaluation of the M.Ed. Program in Elementary Education

Each candidate for the M.Ed. degree in Elementary Education will complete a mid-point (18 hours) check, which is composed of a written component and a research presentation. Those 18 hours will include course work in research and one curriculum course. In the written component, candidates will address 2 dimensions of the Dynamic Educator and include artifacts that address the chosen dimensions. The written component will focus on the connection between research, practice and reflection. The research presentation will consist of the candidate's oral explanation of his/her research to graduate faculty. Coordinator will meet with each candidate individually to provide feedback on midpoint performance.

### Policies and Procedures for the Administration of the Final Evaluation of the M.Ed. Program in Elementary Education

Each candidate for the M.Ed. degree in Elementary Education will complete a Final 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, curriculum, methods, 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 to the five advanced dimensions of the Dynamic Educator. The Portfolio is composed of artifacts which demonstrate that the candidate has attained knowledge specific to each of the ten program objectives:

1. The advanced Dynamic Educator as Planner evaluates theories of elementary school curriculum construction.
2. The advanced Dynamic Educator as Planner examines and evaluates contemporary educational issues.
3. The advanced Dynamic Educator as Planner connects content standards with instructional and assessment practices and applies these practices to maximize learning for all children.
4. The advanced Dynamic Educator as Manager analyzes and applies theories of human development, learning, and classroom management to create an environment that maximized learning for all children.
5. The advanced Dynamic Educator as Instructor investigates, evaluates and uses effective teaching strategies and instructional materials that maximize learning for all children.
6. The advanced Dynamic Educator as Instructor can analyze, synthesize, and conduct research and use these results to maximize the learning for all children.
7. The advanced Dynamic Educator as Instructor investigates and uses, where appropriate, instructional and informational technology to maximize the learning for all children.
8. The advanced Dynamic Educator as Communicator leads by example through active participation in the learning community.
9. The advanced Dynamic Educator as a Professional examines and evaluates learning of students from underrepresented groups, diverse cultures, and with exceptionalities and uses this information to maximize the learning for all children.

10. The advanced Dynamic Educator as a Professional reflects on own teaching practices and dispositions and examines how these practices and dispositions impact the learning of all children.

The written component will be read and evaluated by three members of the graduate faculty who will designate an overall rating of Unacceptable, Acceptable, or Target. If the candidate does not receive a rating of Acceptable by at least two of the 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 from the faculty to assess the candidate's ability to defend the written component. All three faculty members must designate a rating of Acceptable on the oral defense in order for the M.Ed. degree to be recommended.

### Selection of Faculty

During the spring term, the Dean 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>15</b>
AERM 700 Introduction to Research in Education .....	3
AELE 715 Elementary School Curriculum .....	3
AELE 718 Critical Issues and Trends in American Education	3
AELE 780 Seminar in Elementary Education .....	3
AETE 731 Instr. and Inform. Applications of Tech. ....	3
<b>Content Methods .....</b>	<b>12</b>
AELE 615 Advanced Study and Application of Science	
Methods .....	3
AELE 670 Advanced Study and Application of Language Arts	
Methods .....	3
AELE 745 Advanced Study and Application of Mathematics	
and Problem Solving .....	3
AELE 760 Advanced Study and Application of Social Studies	
Methods .....	3
<b>Related Study/School Services .....</b>	<b>9</b>
Courses in Computer Use, Guidance and Counseling, Educational	
Administration, Education of Children with Exceptionalities,	
Measurement and Evaluation, Reading in the Content Area, Human	
Growth and Development, Educational Technology, and graduate	
level discipline based content courses, and other education electives	
as approved.	
<b>Total hours required .....</b>	<b>36</b>

Students are expected to complete AERM 700, Introduction to Research in Education, and AELE 715, Elementary School Curriculum, 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.

**AEDU 635 Special Topics in Education. (1-3)** Selected topics in content knowledge and pedagogy for PK-12 teachers.

### 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 and Application of Science Methods. (3)** Reinforces the science background of prospective and practicing teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources, and evaluation procedures.

**AELE 670 Advanced Study and Application of Language Arts Methods. (3)** Content, goals, and methods of teaching language arts. Emphasis is placed on the teaching of oral and written expression and listening.

**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 718 Critical Issues and Trends in American Education. (3)** Examines contemporary issues and trends in today's schools and the best solutions in terms of research and expert opinion. Emphasis is on issues relating to diversity, current educational policies and practices, and curriculum and instruction.

**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 Study and Application of Mathematics and Problem Solving. (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 and Application of Social Studies Methods. (3)** The selection of teaching procedures and instructional materials used to teach social studies.

**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.

#### **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.

**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.

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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., Dean of the School of Education  
Thomas J. C. Smyth, Ph.D., Program Coordinator

**T**he 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  
Tim Lintner, Ph.D., University of California, 1998, 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  
Windy Schweder (Special Education), Ph.D., University of South Carolina, 2004  
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 101-A of the Penland Administration Building. Candidates for graduate studies are required to hold a baccalaureate degree in accordance with the general regulations of the University of South Carolina.

### Enrollment Classifications:

- 1. Full Admission Status:** Applicants who have met all requirements for admission including satisfactory scores on the Graduate Records Examination or Miller Analogies Test, satisfactory references and satisfactory academic performance at an accredited university or college. Up to 12 hours of graduate credit from an accredited university or college may be accepted toward the degree, subject to approval of the School of Education. A maximum of 6 hours of graduate coursework identified as professional development courses may be applied toward the M.Ed. Degree subject to approval of the School.
- 2. Non-degree Enrollment Status:** Students who intend to seek a graduate degree, but lack one or more of the requirements for full admission status, or who are seeking graduate credit for the purpose of recertification or for transfer to another college or university. Only six (6) hours taken as a non-degree student at any USC campus may be used toward a degree program.
- 3. Provisional Status:** Applicants who intend to seek a graduate degree, but lack sufficient requirements for full admission status may be provided provisional status. Provisional students must attain a 3.0 grade point average during the first 12 credit hours to be eligible for full admission. (These courses may be designated by department).

A non-refundable application fee of \$40 is required of all first-time applicants to the USCA graduate program.

### 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 396 (or a score of 45 if taken prior to Fall 2004) 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 Dean of School of Education and the Executive Vice Chancellor for Academic Affairs.
2. A minimum grade point average of 3.00 (B) is required on the total graduate program with a minimum average of B on all 700-800 level courses.
3. Successful completion of a comprehensive evaluation which includes a written synthesis paper and portfolio and an oral defense.

Transcripts of transfer graduate credits must be on file prior to approval of graduation applications.

**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
<b>or</b>	
EDTE 731 Integration of Technology and Instruction .....	3
<i>(Note: Students are required to complete EDTE 631, Technology to Support Instruction, or demonstrate prerequisite computer competencies before admission to the program.)</i>	
<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.

**Management (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

**T**he Master of Science Degree in Applied Clinical Psychology provides graduate study and clinical experience in preparation for careers in applied clinical and counseling settings and as a foundation for students interested in pursuing advanced doctoral studies. Students enrolled in this program are expected to pursue a plan of study to assure increased professional competence and breadth of knowledge in the field of clinical and counseling psychology. The degree objectives are designed to enable the student to:

1. Understand principles of psychology and how they are applied.
2. Understand a diversity of theoretical perspectives.
3. Interpret and apply statistical and research techniques
4. Understand professional, legal and ethical principles as they pertain to professional conduct and responsibility.
5. Understand and develop skills in assessment procedures and intervention strategies.

The degree program reflects a commitment to the Council of Applied Master's Programs in Psychology (CAMPP) model of practitioners who bring scholarship and reflection to their work, and an understanding of diversity in clientele, methodology, and application. The USC Aiken Master of Science Degree in Applied Clinical Psychology program is approved by CAMPP, and is accredited by the Masters in Psychology Accreditation Council (MPAC).

The USC Aiken Psychology Department is committed to recruiting students representing a variety of societal subgroups and subcultures.

### Department of Psychology Faculty

The psychology faculty come from all parts of the country and bring a broad array of expertise to the program. They are not only respected scholars in their field but also excellent communicators who bring a sense of adventure to the classroom. They actively involve students in their quest for answers to psychology's frontier issues. Among the topics which are currently being studied by faculty and students are the nature of fear, 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

Keri A. Weed (Psychology), Ph.D., Notre Dame, 1984,  
*Carolina Trustee Professor*

### Associate Professor

Maureen H. Carrigan (Psychology), Ph.D., State University of New York - Binghamton, 1998

### Assistant Professors

Beverly L. Fortson (Psychology), Ph.D., West Virginia University, 2005

Laura N. May (Psychology), Ph.D., University of Tennessee, 2002

Dawn A. Morales (Psychology), Ph.D., University of California - San Diego, 2003

Jane A. Stafford (Psychology), Ph.D., State University of New York - Binghamton, 2002

Adam J. Wenzel (Psychology), Ph.D., University of New Hampshire, 2004

### Lecturer

John B. Bradley (Psychology), Ph.D., University of South Carolina, 1968

### Distinguished Professors Emeriti

O. Joseph Harm (Psychology), Ph.D., Vanderbilt University, 1975

William J. House (Psychology), Ph.D., University of South Carolina, 1974

### 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-A of the Penland Administration Building. Candidates for graduate studies are required to hold a baccalaureate degree in accordance with the general regulations of the University of South Carolina Aiken. Admission may be granted at one of 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.

or

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 \$40 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 Programs and Psychology Department Chair.)
2. Practicum/course requirements to include at least 600 clock-hours of applied/clinical experience. These hours can be earned through course/practicum requirements and supervised professional clinical assistantship opportunities (when available). These training experiences are to be distributed among individual/group therapy, assessment, and professional consultation activities.
3. Successful completion of a Master's Thesis.

### **Graduate Assistantships**

Eligible students may receive a graduate assistantship, which includes monetary support in addition to significantly reduced tuition for both resident and non-resident students. Assistantship experiences are generally available in applied clinical/community settings.

## **ACADEMIC REGULATIONS**

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken.

The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy, or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin. Graduate students in master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of those goals. The school will work closely with students facing such problems, in an effort to resolve them with a minimum of difficulty.

Graduate students in the Masters Degree Program in Applied Clinical Psychology have a period of six years to complete the degree requirements. Students who have not completed the degree requirements by the completion of their sixth year will be removed from the program. As in all instances, appeals and petitions related to these regulations will be reviewed first by the academic unit, then by the USCA Graduate Advisory Council, and finally forwarded to the USCA Executive Vice Chancellor for Academic Affairs for approval.

### **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, the Graduate Program Director, and the Department Chair. 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. To register for more than 12 hours, a student must obtain course overload approval from the department chair/school head. 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 798 and 799 are graded on a pass-fail basis, and are 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 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 Executive Vice Chancellor for Academic Affairs for approval. See page 30 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 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
APSY 699 Independent Research .....	1-3
APSY 791 Advanced Psychotherapy Practicum .....	1-3
<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, Cognition, and Behavior. (3)** An advanced analysis of current research and theoretical issues in classical and operant conditioning, and the study of how cognitive processes influence learning and behavior. The implications of these learning processes for behavior therapy will also be addressed.

#### 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)** (Prereq.: 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; and permission of Department). Class meetings and individual supervision in the application and evaluation of assessment, intervention, and consultation skills in various applied clinical/counseling settings. Students must repeat this course for a total of 6 credit hours.

Note: Students will gain applied/clinical experiences through practicum courses and specific applied-core courses. Practicum/course requirements will include at least 600 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.

#### **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 Neuroscience. (3)** Advanced study of theoretical and applied issues in the area of neuroscience, including behavioral pharmacology, neurological disorders 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.

**APSY 699 Independent Research. (1-3)** (with permission from instructor). Student will conduct an independent research project, under the faculty's supervision. Research activity may not be used for thesis credit.

**APSY 791 Advanced Psychotherapy Practicum. (1-3)** (Prereq.: APSY 790 and permission of the department). Class meetings and individual supervision in the advanced application and evaluation of assessment, intervention, and consultation skills in various applied clinical/counseling settings. Students may repeat this course for a total of 6 credit hours.

# Faculty Listing

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**Adebayo, Arinola O.**

Assistant Professor, Accounting  
Ph.D., CPA, CMA, Virginia Commonwealth  
Univ., 2004

**Allen, Gloria**

Instructor, Secondary Education  
Director, CSRA Hub  
Ruth Patrick Science Education Center  
M.Ed., Univ. of South Carolina, 1982

**Armstrong, Carol**

Lecturer, Secondary Education  
M.Ed., Univ. of South Carolina, 1975

**Ball, L. Julia**

Associate Professor, Gerontological  
Nursing  
Ph.D., Univ. of South Carolina/Medical  
Univ. of South Carolina, 1997

**Barkley, Nancy**

Lecturer, Speech Communication  
Ph.D., Wayne State Univ., 1971

**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*

**Benton, Elizabeth**

Lecturer, Curriculum & Instruction  
Ed.D., Univ. of South Carolina, 1994

**Beyer, Albin**

Professor, Art  
M.F.A., Univ. of Arizona, 1980

**Blount, J. Donald**

Distinguished 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  
*Carolina Trustee Professor*  
*John and Mary P. Grew Chair in American Studies*

**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

**Brittain, Carmen**

Lecturer, Special Education  
Ph.D., Univ. of Southern Mississippi, 1999

**Brockington, Jr., William S.**

Professor, History  
Ph.D., Univ. of South Carolina, 1975

**Brooks, Katherine**

Lecturer, Music - Percussion  
M.A., Furman Univ., 1982

**Burns, Corey**

Lecturer, Dance  
B.S., Univ. of South Carolina Aiken, 1996

**Burttram, Jill**

Lecturer, Reading and Literacy  
M.S., Walden Univ., 2004

**Byington, J. Ralph**

Professor, Business Administration  
Ph.D., CPA, Univ. of Arkansas - Fayetteville,  
1985  
*Mr. & Mrs. R.P. Timmerman Chair in Enterprise Development*

**Calderon, Rayito**

Instructor, Spanish  
M.A., Univ. of Florida, 2003

**Callen, Edward J.**

Professor, Psychology  
Ph.D., Northern Illinois Univ., 1986

**Carrigan, Maureen H.**

Associate Professor, Psychology  
Ph.D., State Univ. of New York -  
Binghamton, 1998

**Catino, Martin S.**

Assistant Professor, History  
Ph.D., Univ. of Southern Mississippi, 2003

**Chen, Tieling**

Assistant Professor, Mathematics and  
Computer Science  
Ph.D., Univ. of Western Ontario, 2001

**Claxon, William**

Associate Professor, English  
Ph.D., Indiana Univ., 1984

**Clark, William**

Lecturer, Music - Trumpet  
M.A., Marshall Univ., 1959

**Coleman, Bridget**

Lecturer, Elementary Education  
Ph.D., Univ. of South Carolina, 2004

**Collins, Vicki J.**

Instructor, English  
M.A., Col. of Mount St. Joseph, 1988

**Cook, Patricia R.**

Associate Professor, Adult Nursing  
Ph.D., Univ. of South Carolina, 1995  
*School of Nursing Chair in Neuroscience or Surgical Nursing*

**Courtney, Kenneth**

Lecturer, Music - Organ/Piano  
M.M., Univ. of SW Louisiana, 1984

**Craps, Jami**

Instructor, Exercise Science  
M.Ed., Univ. of South Carolina, 1995

**Cremer, Thomas**

Lecturer, Music - Trombone/Euphonium  
M.M., Univ. of Kentucky, 1989

**Cumbest, Randolph**

Lecturer, Biology  
Ph.D., Virginia Polytechnic Institute,  
1988

**Cunningham, Frank**

Lecturer, Exercise and Sports Science  
B.S., West Virginia Univ., 1975

**DeCiantis, Scott**

Instructor, Exercise Science  
Clinical Education Coordinator, Athletic  
Training  
M.S., Univ. of Kentucky, 2002

**Dennis, Allen, J.**

Professor, Geology  
Ph.D., Univ. of South Carolina, 1989  
*SCANA Chair in Physical Sciences*

**DeWitt, Christopher**

Associate Professor, Exercise Science  
Ph.D., Oakland Univ., 1995

**Dorsey, Maggie T.**

Assistant Professor, Adult Nursing  
M.S.N., Medical College of Georgia,  
1981  
*Ione Wells Hanly/Bank of America Chair in Nursing*

**Dupee, Don**

Lecturer, Music - Organ  
M.M.E., Univ. of South Carolina, 1980

**Duran, Victor Manuel**

Associate Professor, Spanish  
Ph.D., Univ. of Missouri, 1988

**Dyer, Andrew R.**

Assistant Professor, Biology  
Ph.D., Univ. of California Davis, 1996

**Eidson, Gene W.**

Lecturer, Toxicology  
Ph.D., Clemson Univ., 1989

**Eller, Christina H.**

Assistant Professor, Library Science  
M.L.S., U.N.C. - Chapel Hill, 2004

**Elliott, John**

Associate Professor, Art History  
Ph.D., Florida State Univ., 1986

**Elliott, Joseph**

Lecturer, History  
M.A., Appalachian State Univ., 1970

**Elliott, Peggy O'Neal**

Instructor, Communications  
M.A.J.C., Univ. of Florida, 1978

**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

- Fekula, Michael J.**  
Assistant Professor, Management  
Ph.D., Pennsylvania State Univ., 1994
- Fetterolf, Monty L.**  
Professor, Chemistry  
Ph.D., U.C. – Santa Barbara, 1987
- Fornes, Karl F.**  
Senior Instructor, English  
M.A., Univ. of Dayton, 1992
- Fortson, Beverly L.**  
Assistant Professor, Psychology  
Ph.D., West Virginia Univ., 2005
- Foss, William**  
Lecturer, Music - Flute, Clarinet,  
Saxophone  
M.M., Northwestern Univ., 1975
- Fowler, Michael**  
Associate Professor, Graphic Design  
Ed.D., Univ. of Memphis, 1996  
*Mary D. Toole Chair in Art*
- Fryer, Cheryl**  
Assistant Professor, Music  
Director of University Bands  
D.M.A., Univ. of North Texas, 2003
- Gardner, Stephen L.**  
Professor, English  
Ph.D., Oklahoma State Univ., 1979  
*G.L. Toole Chair in English*
- Glenn, Susan**  
Lecturer, Chemistry  
Ph.D., Univ. of South Carolina, 2000
- Goforth, Thomas**  
Lecturer, Educational Administration  
M.Ed., Univ. of South Carolina, 1972
- Gonzalez, Cynthia**  
Instructor, Mathematics  
M.S., Univ. of Charleston, 1993
- Gooding, Sandra**  
Lecturer, Educational Administration  
M.Ed., Univ. of South Carolina, 1994
- Gramling, Lou**  
Professor, Psychiatric Nursing  
Ph.D., Medical College of Georgia, 1991
- Griffin, Keith**  
Assistant Professor, Communications  
Ph.D., Louisiana State Univ., 1977
- Guy, Holly**  
Lecturer, Exercise Science  
Wellness Facility Manager  
B.S., Univ. of South Carolina Aiken, 1996
- Hailat, Mohammad Q.**  
Professor, Mathematics  
Ph.D., Univ. of Michigan, 1983
- Hampton, Jill**  
Assistant Professor, English  
Ph.D., Southern Illinois Univ. - Carbondale,  
1999
- Hanlin, Hugh G.**  
Professor, Biology  
Ph.D., Oregon State Univ., 1980
- Hanson, Kathleen**  
Assistant Professor, Special Education  
Ph.D., Univ. of Michigan, 2006
- Harmon, S. Michele**  
Assistant Professor, Biology  
Ph.D., Univ. of South Carolina, 2003
- Harpine, William D.**  
Professor, Communications  
Ph.D., The Univ. of Illinois at Urbana-  
Champaign, 1982
- Harrison, David**  
Professor, Accounting  
Ph.D., Virginia Polytechnic Institute  
and State Univ., 1998  
*School of Business Administration Chair in Global Business*
- Haskell, Deborah**  
Assistant Professor, Science Education  
Ph.D., Clemson Univ., 2002
- Heiens, III, Richard A.**  
Associate Professor, Marketing  
Ph.D., Florida State Univ., 1993  
*Walter F. O'Connell/Palmetto Professorship for Director of  
O'Connell Center for Excellence and Technology*
- Helsley, Alexia J.**  
Lecturer, History  
M.A., Univ. of South Carolina, 1974
- Henson, Trudy K.**  
Professor, Sociology  
Ph.D., Bowling Green State Univ., 1978
- Hester, Laurel L.**  
Assistant Professor, Biology  
Ph.D., Univ. of Michigan (Ann Arbor),  
2001
- Hidalgo, Narciso J.**  
Assistant Professor, Spanish  
Ph.D., Indiana Univ., 1999
- Hobbs, Thomas C.**  
Assistant Professor, Library Science  
M.L.S., Univ. of Kentucky, 1972
- Holley, Ann**  
Senior Instructor, Reading Education  
M.Ed., Univ. of South Carolina, 1975
- Hootman, Harry**  
Lecturer, English  
Ph.D., Univ. of South Carolina, 2004
- Hosch, Braden**  
Lecturer, English  
Ph.D., Univ. of Wisconsin - Madison, 2003
- Imm, Donald W.**  
Lecturer, Biology  
Ph.D., Univ. of Georgia, 1990
- Jackson, Jr., William H.**  
Assistant Professor, Biology  
Ph.D., Medical College of Georgia, 1995
- Jaspers, David G.**  
Senior Instructor, Mathematics  
M.S., Univ. of South Carolina, 1984
- Johnson, Barbara E.**  
Professor, Sociology  
Ph.D., Ohio State Univ., 1985
- Johnson, Courtney**  
Lecturer, Educational Psychology/Research  
M.S., Univ. of South Carolina, 1999
- Johnson, Gwen**  
Instructor, Mathematics  
M.Ed., Univ. of South Carolina, 1982
- Johnston, Linda**  
Professor, Adult Nursing  
Ph.D., Medical College of Georgia, 1993
- Kalpin, Kathleen**  
Assistant Professor, English  
Ph.D., Univ. of California - Davis, 2005
- Kapranidis, Stelios**  
Assoc. Prof., Math/Comp. Sci./Physics  
Ph.D., Univ. of Washington, 1981
- Key, Janie H.**  
Associate Professor, Math./Comp. Sci.  
M.S., Univ. of South Carolina, 1985  
M.S., Vanderbilt Univ., 1971
- Kirkland, Alice**  
Lecturer, Secondary Education  
M.S., Univ. of South Carolina, 1975
- 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**  
Professor, History  
Ph.D., Arizona State Univ., 1991  
*Strom Thurmond Chair in Political Science or History*
- Law, Iona I.**  
Senior Instructor, English  
M.A., New York Univ., 1974
- Leach, Robert T.**  
Assistant Professor, Finance  
Ph.D., Kent State Univ., 1997
- Leverette, Chad L.**  
Assistant Professor, Chemistry  
Ph.D., Univ. of Georgia, 2000
- Levine, Stanley F.**  
Associate Professor, French/Latin/Yiddish  
Ph.D., Stanford Univ., 1984
- Lewis, David**  
Lecturer, Educational Psychology/  
Counseling  
M.A., Tennessee Technological Univ.,  
1978
- 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  
*Bridgestone/Firestone Endowed Chair in Mathematics/  
Computer Science*
- Li, Zhenheng**  
Assistant Professor, Mathematics and  
Computer Science  
Ph.D., Univ. of Western Ontario, 2001
- Lintner, Tim**  
Assistant Professor, Social Sciences and  
Comparative Education  
Ph.D., Univ. of California - Los Angeles,  
1998
- Lisk, John**  
Associate Professor, Health & Phys.  
Education  
Ph.D., Texas A. & M. Univ., 1980
- 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
- Losey, Mary**  
Lecturer, Music - Piano  
M.A., Univ. of Michigan, 1978
- Lumans, Valdis O.**  
Professor, History  
Ph.D., U.N.C. – Chapel Hill, 1979  
*Cleora Toole Murray Chair in History*
- Mack, S. Thomas**  
Professor, English  
Ph.D., Lehigh Univ., 1976
- Maltz, Richard**  
Associate Professor, Music - Composition/  
Theory  
D.M.A., Univ. of South Carolina, 1991  
*Pauline F. O'Connell Chair in Fine Arts*
- Manoly, Bruce**  
Instructor, Mathematics  
M.S., California State Polytechnic Univ.,  
1982
- Marsh, William H.**  
Professor, Finance  
Ph.D., Univ. of South Carolina, 1978
- Marshall, Rose P.**  
Assistant Professor, Library Science  
M.L.S., Univ. of Alabama, 1989
- Martin, Deidre M.**  
Teaching Associate, Communications  
Ed.D., Univ. of South Carolina, 1995
- Matheny, Margaret**  
Lecturer, Educational Leadership  
M.Ed., Univ. of South Carolina, 1992
- May, Laura N.**  
Assistant Professor, Psychology  
Ph.D., Univ. of Tennessee, 2002
- May, Michael D.**  
Associate Professor, Engineering/Math.  
M.S., U.S. Naval Postgrad. School, 1970
- Mazyck, Willie**  
Lecturer, Administration & Supervision  
Ed.D., Nova Univ., 1980
- McClellan, Sally**  
Associate Professor, Early Childhood  
Director, Children's Center  
Ph.D., Univ. of South Carolina, 1992
- McGahee, Thayer**  
Assistant Professor, Nursing  
Ph.D., Medical College of Georgia, 1998
- McGrath, Leanne C.**  
Associate Professor, Management  
Ph.D., Univ. of South Carolina, 1983  
*John M. Olin/  
Palmetto Professorship in Entrepreneurial Development*
- Miller, Judy**  
Assistant Professor, Education  
Ed.D., Boston Univ., 1985
- Miller, Matthew**  
Assistant Professor, English  
Ph.D., Univ. of South Carolina, 2005
- Miller, Neil**  
Instructor, Physics  
M.S., Clemson Univ., 1993
- Millies, Steven P.**  
Assistant Professor, Political Science  
Ph.D., Catholic Univ. of America, 2003
- Mills, Gary**  
Lecturer, Chemistry  
Ph.D., Univ. of Rhode Island, 1981
- Mims, Julian L.**  
Lecturer, History  
Ph.D., Univ. of South Carolina, 2003
- Morales, Dawn A.**  
Assistant Professor, Psychology  
Ph.D., Univ. of California-San Diego, 2003
- Morehouse, Maggi M.**  
Assistant Professor, History  
Director, Honors Program  
Ph.D., Univ. of California-Berkeley, 2001
- Morowski, Peggy A.**  
Instructor, Nursing  
M.S.N., Univ. of California-San Francisco,  
1984
- Moseley, Nancy R.**  
Instructor, Mathematics  
M.A.T., Univ. of South Carolina, 1975
- Mura, Parivash**  
Assistant Professor, Maternal-Child Nsg.  
M.S.N., Medical College of Georgia, 1973
- Murphy, Julie**  
Lecturer, Educational Psychology  
Ph.D., Univ. of Georgia, 1986
- Negash, Girma**  
Professor, Political Science  
Ph.D., Univ. of Colorado, 1982
- Ochola, Eunita**  
Instructor, English  
Ph.D., Univ. of South Carolina, 2001
- O'Dell, Norris L.**  
Lecturer, Biology  
Ph.D., Medical College of Georgia, 1972  
D.M.D., Medical College of Georgia, 1975
- Owens, Douglas**  
Lecturer, Music - Woodwinds  
M.M., Univ. of South Carolina, 2002
- Owens, Linda C.**  
Associate Professor, Communications  
M.A., Univ. of South Carolina, 1982
- Ozment, Suzanne**  
Executive Vice Chancellor for Academic  
Affairs and Professor, English  
Ph.D., U.N.C. - Greensboro, 1982
- Padgett, Olivia**  
Lecturer, Elementary Education  
M.Ed., College of Charleston, 1974
- Palmer, Naomi**  
Lecturer, Elementary Education  
Ed.S., The Citadel, 1986
- Pariyadath, Kutty**  
Associate Professor, Chemistry  
Ph.D., S.U.N.Y. – Stony Brook, 1977
- Parr, Brian**  
Assistant Professor, Exercise Science  
Ph.D., Univ. of Tennessee, 2001
- Phillips, Charles**  
Coordinator, Aiken Elementary Education  
Program at USC Salkehatchie  
Lecturer, Education Administration  
Ed.S., The Citadel, 1981
- Pirkle, William A.**  
Professor, Geology  
Ph.D., Univ. of North Carolina, 1972
- Pompey, Joyce**  
Instructor, Adult Nursing  
M.S.N., Medical College of Georgia, 1990
- Popp, Ann Marie**  
Assistant Professor, Sociology  
Ph.D., S.U.N.Y. – Albany, 2003
- Porca, Sanela**  
Assistant Professor, Economics  
Ph.D., Univ. of Tennessee, 2002
- Premo-Hopkins, Blanche**  
Associate Professor, Philosophy  
Ph.D., Marquette Univ., 1974
- Prichard, Carla Elizabeth Coleman**  
Assistant Professor, English  
Ph.D., Univ. of North Carolina - Chapel  
Hill, 2003
- Pridgen, Durward B.**  
Lecturer, Biology  
M.D., Bowman Gray School of Medicine,  
Wake Forest University, 1969
- Priest, Jeffrey M.**  
Professor, Biology  
Ph.D., Southern Illinois Univ., 1986
- Purvis, Elizabeth**  
Lecturer, Education - Foundations  
Ph.D., Univ. of South Carolina, 1984
- Reid, Thomas F.**  
Assistant Professor, Mathematics  
Ph.D., Univ. of North Carolina, 1997
- Rhodes, Lynne A.**  
Associate Professor, English  
Writing Assessment Director  
Ph.D., Univ. of South Carolina, 1996
- Rich, J. Stanley**  
Distinguished Professor, English  
Ph.D., Univ. of Alabama, 1979
- Riedell, Margaret**  
Professor, Reading Education  
Ph.D., Univ. of South Carolina, 1979
- Riley, Melissa**  
Lecturer, Education Psychology  
Ph.D., Univ. of South Carolina, 2001
- Rish, Melany**  
Assistant Professor, Elementary Education  
M.Ed., Univ. of South Carolina, 1997
- Ritchie, C. Michael**  
Associate Professor, Management  
Ph.D., Univ. of South Carolina, 1993
- Robertson, Sharon**  
Lecturer, Elementary Education  
M.Ed., Univ. of South Carolina, 1987
- Rudnick, Irene K.**  
Lecturer, Law  
LL.B., Univ. of South Carolina, 1952
- Ruszczuk, Ronald J.**  
Lecturer, Chemistry  
Ph.D., S.U.N.Y. – Buffalo, 1985

- Sanders, Christine**  
Lecturer, Education - Administration  
Ph.D., Univ. of South Carolina, 1990
- Sarvis, Cynthia**  
Lecturer, Special Education  
M.Ed., College of Charleston, 1997
- Schlegel, Kristen**  
Lecturer, Exercise Science  
B.A., Univ. of Maryland, 1998
- Schweder, Windy**  
Assistant Professor, Special Education  
Ph.D., Univ. of South Carolina, 2004
- Scott-Wiley, Debra**  
Assistant Professor, Theatre  
M.F.A., Univ. of South Carolina, 1994
- Scraper, Joel**  
Assistant Professor, Music  
D.M.A., Univ. of Missouri - Kansas City, 2006
- Senn, Amanda**  
Lecturer, Science Education  
M.S., Florida Inst. of Technology, 1984
- Senn, Gary J.**  
Interim Director, Ruth Patrick Science Education Center  
Assistant Professor, Science Education  
Ph.D., Florida Inst. of Technology, 1992
- Shealy, Jr., Harry E.**  
Professor, Biology  
Ph.D., Univ. of South Carolina, 1972
- Shelburn, Marsha R.**  
Professor, Economics  
Ph.D., U.N.C. - Chapel Hill, 1980
- Shelburn, William L.**  
Associate Professor, Marketing  
M.B.A., James Madison Univ., 1973
- Skrupskelis, Audrey**  
Assoc. Professor, Elem./Early Childhood Ed.  
Ph.D., Univ. of South Carolina, 1989
- Smith, Ellen**  
Lecturer, English  
Ph.D., Univ. of South Carolina, 1988
- Smith, Garriet W.**  
Associate Professor, Biology  
Ph.D., Clemson Univ., 1981
- Smyth, Thomas**  
Professor, Reading/Education  
Ph.D., Univ. of South Carolina, 1983  
*Westinghouse Endowed Professorship in Instructional Technology*
- Southworth, Mary Virginia (Ginny)**  
Assistant Professor, Photography  
M.F.A., Univ. of South Carolina, 1996
- Stafford, Jane A.**  
Assistant Professor, Psychology  
Ph.D., State Univ. of New York - Binghamton, 2002
- Stapleton, Catherine**  
Lecturer, Music - Voice  
M.M., Manhattan Sch. of Music, 1982
- Steinhaus, Ralph K.**  
Instructor, Chemistry  
Ph.D., Purdue Univ., 1966
- Stenger, Karl L.**  
Associate Professor, German  
Director, BIS Program  
Ph.D., Ohio State Univ., 1984
- Sullivan, Clare**  
Lecturer, Chemistry  
M.S., Florida State Univ., 1994
- Syms, Frank H.**  
Lecturer, Geology  
Ph.D., Univ. of South Carolina, 2002
- Taylor, Katie**  
Lecturer, Music - Harp  
M.B.A., Univ. of Connecticut, 1984
- Thomas, Richard**  
Lecturer, Music - Cello  
D.M.A., Univ. of South Carolina, 1999
- Tomlin, Laura**  
Lecturer, Music - Violin  
M.M., Univ. of Southern California, 1986
- Townes, Jeanne J.**  
Instructor, Community Health Nursing  
M.S.N., Univ. of South Carolina, 2000
- Trent, Toi**  
Lecturer, Exercise and Sports Science  
M.A., Univ. of South Carolina, 1981
- Tuten, Jane H.**  
Director, Library  
Associate Professor, Library Science  
M.L.S., Pratt Institute, 1975
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Associate Professor, Elementary Education  
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