

# University of South Carolina Aiken

---

2013-2014 Undergraduate and Graduate Programs Bulletin

471 University Parkway  
Aiken, South Carolina 29801  
Local: (803) 648-6851 From Augusta: (803) 278-1967  
Web Address: [www.usca.edu](http://www.usca.edu)  
E-mail Address: [admit@usca.edu](mailto:admit@usca.edu)

# 2013-2014 Academic Calendar

## Undergraduate Calendar

### FALL SEMESTER, 2013

<i>Monday-Tuesday, July 8-9</i>	Transfer orientation
<i>Thursday-Friday July 11-12</i>	New Student Orientation #1
<i>Monday-Tuesday, July 15-16</i>	New Student Orientation #2
<i>Sunday, August 18</i>	2012-2013 Housing Check-in
<i>Monday-Tuesday, August 19-20</i>	New Student Orientation #3
<i>Tuesday-Wednesday, August 20-21</i>	Registration
<i>Wednesday, August 21</i>	Freshman Convocation
<i>Thursday, August 22</i>	Classes begin
<i>Thursday, August 22</i>	First cancellation due to non payment of fees
<i>Wednesday, August 28</i>	Last day to withdraw or drop without receiving a "W"
	Last day to invoke/revoke audit option
<i>Monday, September 2</i>	Labor Day Holiday--the University will be closed
<i>Wednesday, September 11</i>	Last day to submit Writing Proficiency Portfolio
<i>Friday, October 11</i>	Midpoint in the Semester
<i>Wednesday, October 16</i>	Last day to withdraw or drop without receiving a "WF"
	Last day to elect/revoke the pass/fail option
<i>Wednesday, October 16</i>	Grad Finale
<i>Thursday-Friday, October 17-18</i>	Fall Break--no classes held
<i>Friday, November 8</i>	Last day to apply for May 2014 graduation
<i>Wednesday-Friday, November 27-29</i>	Thanksgiving break--no classes held
<i>Friday, December 6</i>	Classes end
<i>Saturday-Sunday, December 7-8</i>	Reading days
<i>Monday-Friday, December 9-13</i>	Final exams
<i>Thursday, December 12</i>	December Convocation

### SPRING SEMESTER, 2014

<i>To Be Determined</i>	Deadlines for Spring tuition bills to be processed
<i>To Be Determined</i>	New Student and Transfer Orientation
<i>To Be Determined</i>	Registration
<i>Monday, January 13</i>	Classes begin
<i>Friday, January 17</i>	Last day to withdraw or drop without receiving a "W"
	Last day to invoke/revoke audit option
<i>Monday, January 20</i>	Martin Luther King, Jr. Holiday--the University will be closed
<i>Wednesday, January 29</i>	Last day to submit Writing Proficiency Portfolio
<i>Monday, March 3</i>	Midpoint in the Semester
<i>Friday, March 7</i>	Last day to withdraw or drop without receiving a "WF"
	Last day to elect/revoke the pass/fail option
<i>Monday-Friday, March 10-14</i>	Spring Break--no classes held
<i>Wednesday, March 19</i>	Grad Finale
<i>Thursday, April 17</i>	Annual Academic Convocation
<i>Monday, April 28</i>	Classes end
<i>Tuesday-Wednesday, April 29-30</i>	Reading days
<i>Thursday-Wednesday, May 1-7</i>	Final exams
<i>Thursday, May 8</i>	Commencement Exercises

### MAYMESTER, 2014 (TENTATIVE DATES)

<i>Monday, May 12</i>	Classes begin
<i>Monday, May 26</i>	Memorial Day - Classes will be held
<i>Tuesday, May 27</i>	Classes end
<i>Wednesday, May 28</i>	Final exams

### SUMMER SESSION I, 2014 (TENTATIVE DATES)

<i>Wednesday, May 28</i>	Registration
<i>Thursday, May 29</i>	Last day to submit Writing Proficiency Portfolio
<i>Wednesday, June 4</i>	Classes begin
<i>Monday, June 30</i>	Classes end
<i>Tuesday-Wednesday, July 1-2</i>	Final exams

### SUMMER SESSION II, 2014 (TENTATIVE DATES)

<i>Wednesday, July 2</i>	Registration
<i>Thursday, July 3</i>	Classes begin
<i>Friday, July 4</i>	Independence Day Holiday--the University will be closed
<i>Tuesday, August 5</i>	Classes end
<i>Wednesday-Thursday, August 6-7</i>	Final exams
<i>Saturday, August 8</i>	Commencement (Columbia campus)

All dates included here are for primary term. All withdrawal and refund dates are available on the Records Office web site at <http://web.usca.edu/records/>

## Graduate Calendar

*For the USCA Graduate Program*

### FALL SEMESTER, 2013

<i>Thursday, August 22</i>	Classes begin
<i>Monday, September 2</i>	Holiday -- Labor Day -- the University will be closed
<i>Thursday-Friday, October 17-18</i>	Fall Break -- no classes held
<i>Friday, November 8</i>	Last day to apply for May 2014 graduation
<i>Wednesday-Friday, November 27-29</i>	Thanksgiving Break--no classes held
<i>Friday, December 6</i>	Classes end
<i>Monday-Friday, December 9-13</i>	Final Exams
<i>Thursday, December 12</i>	December Convocation

### SPRING SEMESTER, 2014

<i>Monday, January 13</i>	Classes begin
<i>Monday, January 20</i>	Holiday--Martin Luther King, Jr.--the University will be closed
<i>Monday-Friday, March 10-14</i>	Spring Break--no classes held
<i>Thursday, April 17</i>	Annual Academic Convocation
<i>Monday, April 28</i>	Classes end
<i>Thursday-Wednesday, May 1-7</i>	Final Exams
<i>Thursday, May 8</i>	Commencement Exercises

### SUMMER, 2014

For Summer 2014 graduate dates, contact the USCA Graduate Office at (803) 641-3489.

### OTHER GRADUATE PROGRAMS

For more information on the graduate programs offered, contact the USCA Graduate Office at (803) 641-3489.

Session information regarding various course deadlines and refund schedules can be found on the Records Office web site at <http://web.usca.edu/records>

# Table of Contents

---

*Digital Readers: Click on Table of Contents entry to jump to page*

<b>The University</b> .....	<b>1</b>
<b>Undergraduate Admission</b> .....	<b>6</b>
<b>Student Life</b> .....	<b>12</b>
<b>Fees and Refunds</b> .....	<b>18</b>
<b>Financial Aid and Scholarships</b> .....	<b>23</b>
<b>Academic Regulations</b> .....	<b>28</b>
<b>Academic Programs</b> .....	<b>45</b>
<b>College of Humanities and Social Sciences</b> .....	<b>50</b>
<i>Department of Communications</i> .....	50
<i>Department of English</i> .....	54
<i>Department of Languages, Literatures and Cultures</i> .....	61
<i>Department of History, Political Science, and Philosophy</i> .....	66
<i>Department of Sociology</i> .....	74
<i>Department of Visual and Performing Arts</i> .....	79
<i>Other Courses Offered by the College of Humanities and Social Sciences</i> .....	93
<b>College Of Sciences</b> .....	<b>94</b>
<i>Ruth Patrick Science Education Center</i> .....	94
<i>Department of Biology and Geology</i> .....	95
<i>Department of Chemistry and Physics</i> .....	104
<i>Department of Exercise and Sports Science</i> .....	107
<i>Department of Mathematical Sciences</i> .....	111
<i>Department of Psychology</i> .....	117
<b>Pre-Professional Curricula</b> .....	<b>122</b>
<b>School of Business Administration</b> .....	<b>124</b>
<b>School of Education</b> .....	<b>132</b>
<i>Teacher Certification Program for Degreed Applicants</i> .....	132
<i>Undergraduate Programs in Education</i> .....	134
<b>School of Nursing</b> .....	<b>156</b>
<i>BSN Generic Track</i> .....	157
<i>BSN Completion Track</i> .....	159
<b>Graduate Programs</b> .....	<b>163</b>
<i>Master of Education Degree in Educational Technology</i> .....	163
<i>Master of Science Degree in Applied Clinical Psychology</i> .....	169
<b>Faculty Listing</b> .....	<b>173</b>
<b>Index</b> .....	<b>180</b>

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

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

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

Produced by the USCA Office of the Registrar

# The University

---

## 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.

April 5, 2002 (Assembly)  
June 27, 2002 (B.O.T.)  
February 25, 2005 (Assembly)  
June 23, 2005 (B.O.T.)

## 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 ranks among the top comprehensive public institutions in South Carolina and the Southeast. At USC Aiken, we:

- 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

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

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

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

As a natural next step, USC Aiken began to seek autonomy in the USC system so students could begin and complete their degrees in Aiken. In 1977, the university was fully accredited as a senior college by the Commission on Colleges of the Southern Association of Colleges and Schools and granted its first baccalaureate degrees. Master's degree programs began being offered on campus in 1994, and at present, the campus offers more than 30 degrees and programs to students.

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

Since 1961, five leaders have navigated the University's path. Mr. Chris Sharp (1961-1962), Mr. Bill Casper (1963-1983), Dr. Robert Alexander (1983-2000), Dr. Thomas Hallman (2000-2012), and Dr. Sandra Jordan (2012-present) have overseen the campus as it has grown from a commuter institution to a more traditional, residentially-based campus. Today, USC Aiken ranks as the #1 public baccalaureate college in the South by *U.S. News & World Report's* guide "American's Best Colleges." More than 3,200 students attend the university, and approximately 500 students graduate each year. USC Aiken embodies its "focused on you!" commitment by providing many of the offerings of a large university on a small, friendly campus with intimate class sizes and personal attention. The commitment to continuing partnerships is woven into the fabric of the campus' culture.

## ACCREDITATION

The University of South Carolina Aiken is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master's degrees. As part of the accreditation process, the institution is encouraged to provide a method by which the general public and academic community can file a formal written complaint when they believe accreditation standards are not being maintained. You can provide the accrediting agency with written testimony or file a

formal complaint following the procedures detailed at the Commission on Colleges web site (<http://www.sacscoc.org>) or by directly contacting the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097; phone number: 404-679-4500. In addition to this comprehensive accreditation, several programs are accredited by their respective associations as follows:

**School of Business Administration:** Association to Advance Collegiate Schools of Business (<http://www.aacsb.edu>)

**School of Education:** National Council for Accreditation of Teacher Education (<http://ncate.org>)

**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](http://www.nlnac.org)).

The Bachelor of Arts degree in Music Education is accredited by the National Association of Schools of Music (<http://nasm.arts-accredit.org/>).

The Master of Science degree in Clinical Psychology is accredited by the Masters in Psychology Accreditation Council (<http://www.mpacsite.org>).

The two year course sequence for engineering shares in the accreditation of the USC Columbia Mechanical Engineering program 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 is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1801, the University of South Carolina system is the largest university in the state, serving more than 41,000 students from its flagship Columbia campus, three senior campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union).

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

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

## ACADEMIC SUPPORT SERVICES

### Gregg-Graniteville Library

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

The faculty, support staff and collections of the Gregg-Graniteville Library comprise an integral part of USCA's instructional program. The recently 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 8:00 A.M. - 9:00 P.M. Monday through Thursday and 8:00 A.M. - 5:00 P.M. on Fridays to assist you with your computing needs. During Summer I and Summer II, assistance is available 8:00 A.M. - 5:00 P.M. Monday through Thursday. Students have access to these facilities 24 hours-a-day, seven days-a-week using their USCA student ID card.

The majority of academic computing is supported in the Windows XP and Macintosh OS-X environments. CSD offers assistance 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 2008 servers providing the campus community with electronic mail, network printing, file sharing, www services, and network applications. A wireless network is also available for student use within all academic buildings and housing.

### **Wellness Center and Natatorium**

The mission of the USCA Wellness Center is to enhance and enrich the quality of life of the USCA community by providing education, programs and services that 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 newly renovated 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 100 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 motto of the Ruth Patrick Science Education Center (RPSEC) is, "Infusing a Love for Science, Technology, Engineering and Mathematics (STEM)." The RPSEC is a cooperative effort between the University of South Carolina Aiken, business, industry, the South Carolina Department of Education, and schools in the Central Savannah River Area of South Carolina and Georgia. The RPSEC challenges the present and inspires the future to effect systemic change in STEM education. Its hands-on approach to teaching endeavors to help people experience the beauty, the order, and the power of STEM, as well as the interest and fun of discovery.

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

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

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

## UNIVERSITY OFFICIALS AND PERSONNEL

### Board of Trustees

Nikki R. Haley, Governor of South Carolina,

*Ex Officio Chair*

Eugene P. Warr, Jr., 4<sup>th</sup> Judicial Circuit, *Chairman*

Chuck Allen, 10<sup>th</sup> Judicial Circuit

Robert E. Brown, President, USC Alumni Association, *Ex Officio*

J. Egerton Burroughs, 15<sup>th</sup> Judicial Circuit

Mark W. Buyck, Jr., Governor's Designee

Thomas C. Cofield, Governor's Appointee

A.C. Bubba Fennell, III, 8<sup>th</sup> Judicial Circuit

C. Edward Floyd, M.D., 12<sup>th</sup> Judicial Circuit

William C. Hubbard, 5<sup>th</sup> Judicial Circuit

William W. Jones, Jr., 14<sup>th</sup> Judicial Circuit

Toney J. Lister, 7<sup>th</sup> Judicial Circuit

Miles Loadholt, 2<sup>nd</sup> Judicial Circuit

Hubert F. "Hugh" Mobley, 6<sup>th</sup> Judicial Circuit

Leah Bess Moody, 16<sup>th</sup> Judicial Circuit

C. Dorn Smith, III, M.D., 3<sup>rd</sup> Judicial Circuit

John C. von Lehe, Jr., 9<sup>th</sup> Judicial Circuit, *Vice Chairman*

Thad H. Westbrook, 11<sup>th</sup> Judicial Circuit

Mack I. Whittle, Jr., 13<sup>th</sup> Judicial Circuit

Charles H. Williams, II, 1<sup>st</sup> Judicial Circuit

Mitchell M. Zais, State Superintendent of Education, *Ex Officio*

Amy E. Stone, *Secretary*

### President of the University

Harris Pastides, Ph.D.

### Aiken County Commission for Higher Education

Timothy W. Simmons, *Chairman*

Ernest R. Allen, *Vice Chairman*

Teresa H. Haas, *Secretary/Treasurer*

Clarence G. Jackson

Rebecca T. Robbins

Donald C. Smith

Gasper L. Toole, III

James D. West

O. Ronald Wood

M. Elizabeth Everitt, Superintendent of Aiken County Public Schools,

*Ex Officio*

Carlos F. Garcia, *Ex Officio*

Sandra J. Jordan, *Ex Officio*

Jeffrey M. Priest, *Ex Officio*

## Chancellor's Cabinet

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

Jeffrey M. Priest, Executive Vice Chancellor for Academic Affairs; Ph.D., Southern Illinois University, 1986

Deborah J. Kladviko, Vice Chancellor for Student Life and Services; Ph.D., Ohio University, 1991

Deidre M. Martin, Vice Chancellor for University Advancement; Ed.D., University of South Carolina, 1995

Ernest M. Pringle, Vice Chancellor for Information Technology/CIO; M.P.A., University of South Carolina, 2004

Joseph P. Sobieralski, Vice Chancellor for Business and Finance/CFO; M.Acc., University of South Carolina, 2003

Lloyd A. Dawe, Director of Institutional Effectiveness; Ph.D., McMaster University, 1993

Position Vacant, Associate Chancellor for Enrollment Services

## Academic Affairs

Maria Anastasio, Director of International Programs; Ph.D., University of South Carolina, 2007

Edward J. Callen, Professor, Chair of the Psychology Department, Strom Thurmond Endowed Chair in Social and Behavioral Sciences, Coordinator for College of Sciences; Ph.D., Northern Illinois University, 1986

Lloyd A. Dawe, Director of Institutional Effectiveness; Ph.D., McMaster University, 1993

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

Linda G. Aubrey Higgins, Director of Financial Aid; M.P.A., Augusta State University, 2005

Clifton T. Jones, Professor and Dean of the School of Business Administration, Mr. and Mrs. Phinizy Timmerman Chair in Enterprise Development; Ph.D., Texas A&M University, 1985

Chad L. Leverette, Associate Professor, Chemistry, Assistant Vice Chancellor for Academic Affairs, Director, Honors Program and the Center for Teaching Excellence; Ph.D., University of Georgia, 2000

S. Thomas Mack, G.L. Toole Chair in English, Carolina Trustee Professor, Chair of the English Department and Coordinator for the Council of the College of Humanities and Social Sciences; Ph.D., Lehigh University, 1976

Karen L. Morris, Coordinator of Graduate Studies and Residency; M.Ed., University of South Carolina 2003

William A. Pirkle, Professor and Director of Sponsored Research; Ph.D., University of North Carolina at Chapel Hill, 1972

Windy Schweder, Associate Professor and Interim Dean of the School of Education; Ph.D., University of South Carolina, 2004

Gary J. Senn, Director, Associate Professor, Ruth Patrick Science Education Center; Ph.D., Florida Institute of Technology, 1992

Stacie L. Williams, Director of the Academic Success Center and the First-Year Experience; Ph.D., University of South Carolina, 2010

Position Vacant, Dean of the School of Nursing

Position Vacant, Associate Chancellor for Enrollment Services

## Business and Finance

Victor Albert, ARAMARK, Director of Custodial Services

Gwendolyn Ashley, Controller, B.S., Northeastern University, 1981

Sandy Besley, Director of Budgets and Grants; B.A.I.S., University of South Carolina Aiken, 1990

Maria C. Chandler, Human Resources Director, Affirmative Action Officer; M.Ed., University of South Carolina, 2002

John Cumbee, Director of Physical Plant

Heidi DiFranco, Director of Bookstore Services; B.B.A., Brenau University, 2006

Leonard E. Engel, Environmental Health and Safety Manager; Registered Environmental Manager, M.S., New York Institute of Technology-Old Westbury, 1989



Lisa Groft, Interim Senior University Facilities Executive; B.S., Trinity College, 1994  
Jeffrey J. Jenik, Director of Campus Support Services and Procurement Manager; B.S., Johnson and Wales University, 1988  
Kevin Liles, Chief of Police; M.P.A., Walden University, 2001  
Mila L. Padgett, Director of the Wellness Center; M.S., University of Southern Mississippi, 1995  
Keith Pierce, Director of Center for Teaching Excellence and Instructional Support/Studio Services; B.A., Faulkner University, 1990  
Brent Wustman, ARAMARK, Director of Food Services; B.S., Central Michigan University, 2001  
Joshua L. Smalls, General Manager of the Convocation Center; B.S., North Carolina State University, 2005  
Lynn Williams, Director of the Children's Center; B.S., Lander University, 1987  
Brent Wustman, ARAMARK, Director of Food Services; B.S., Central Michigan University, 2001

### **Computer Services**

Keith Pierce, Director of Instructional Services; B.A., Faulkner University, 1990  
Chris Spires, Director of Help Desk and Client Services; B.S., Western Governors University, 2010  
Bob Weisner, Director of Communications and Hardware; M.Ed., Ohio University, 1982  
Joanne Williamson, Director of Network Systems; B.S.B.A., University of South Carolina Aiken, 2001

### **Library**

Natalia Taylor Bowdoin, Library Collections; M.L.S., Indiana University, 2000  
Brandy R. Horne, M.L.I.S., Reference Librarian; Valdosta State University, 2010  
Kathy J. Karn-Carmichael, Documents Librarian; M.L.S., Indiana University-Purdue University Indianapolis, 2010  
Deborah D. Tritt, Instruction/Reference Librarian; M.L.I.S., University of South Carolina, 2006, M.S.I.T., Nova Southeastern University, 2010  
Jane H. Tuten, Director of Library; M.L.S., Pratt Institute, 1975  
Kari D. Weaver, Library Instruction Coordinator; M.L.I.S., University of Rhode Island, 2008

### **Student Life and Services**

Cynthia B. Gelinis, Director of the Counseling, Student Health and Disability Services; M.S.W., Florida State University, 1999  
Timothy Hall, NCAA Compliance Officer/Associate Athletic Director; M.Ed., University of South Carolina, 1992  
Ahmed Samaha, Assistant Vice Chancellor for Student Life; M.Ed., University of Georgia, 1994  
Randy Warrick, Athletic Director; M.A.T., University of North Carolina at Chapel Hill, 1978  
Deri Wills, Director of Housing; M.S., University of Central Arkansas, 1990

### **University Advancement**

Mary Anne Cavanaugh, Director of Conferences and Continuing Education  
Randy R. Duckett, Director of Alumni Relations and the Annual Fund; M.A., University of South Carolina, 1984  
Linda D. Evans, Director of Major Gifts; B.A., Wichita State University, 1994  
Patti McGrath, Marketing Director; B.S., Strayer University, 2011

# Undergraduate Admission

---

## UNDERGRADUATE ADMISSION

The Office of Admissions recruits students, evaluates applications for undergraduate and graduate degree programs, and represents the institution to external constituencies. The office also works with internal constituencies to administer various policies such as South Carolina residency, international student admissions, and 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 or (803) 278-1967.

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

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

A one-time, non-refundable \$45.00 application processing fee is required of all applicants and must accompany the 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](#) located at the end of the Undergraduate Admissions section), 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, honors, or higher level. Students graduating from high school in 1988-2000 are required to have completed the high school courses listed in [Chart 1](#) located at the end of the Undergraduate Admissions section. Those graduating in 2001-2010 must complete courses listed in [Chart 2](#) located at the end of the Undergraduate Admissions section. Those graduating in 2011 and beyond will complete a new set of courses. Information is available at [www.usca.edu/admissions](http://www.usca.edu/admissions). Exceptions may be made for students from out-of-state who have not completed these courses, as long as they have completed a college-prep curriculum as defined by their state.

### Provisional Admission

The University provides a provisional admission program for students who do not meet requirements for regular admission, but who demonstrate academic potential. Such students may be admitted to the First Pace program, providing an avenue for those students with high school grades, class rank, and/or standardized test scores which are below standards to be regularly admitted. Students admitted through the First Pace program will be subject to certain limitations and requirements approved by the Scholastic Standing and Petitions Committee (SS&P). These limitations and requirements will be specified in the letter of acceptance. Failure to meet the requirements of the First Pace program may affect a student's enrollment status.

### Readmission

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

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

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

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

### Transfer Admission

An applicant who, having graduated from high school, has attended another college-level institution and attempted one or more courses, is a transfer student, regardless of credit earned. If fewer than 30 semester hours (or 45 quarter hours) of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Transfer applicants for admission must submit:

1. completed application forms;
2. \$45.00 non-refundable application processing fee;
3. complete official transcripts through the time of application from all colleges/universities attended; these to be supplemented by final transcripts to reflect complete academic work prior to beginning classes at the University;
4. complete high school records including entrance exam results if less than 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 (on a 4.0 GPA scale) in all previous college-level course work. In addition, they **must be in good standing and eligible to return to the institution last attended**. Transcript Request Forms are 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.**

## Petitions

An alternative is available to students who are denied admission. To be considered for this option, the 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 (SS&P) for additional consideration. Students admitted provisionally by SS&P 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 term. In the event stipulations are required, the conditions will be clearly explained in the letter of acceptance.

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

## 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 USC Aiken:

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

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. Each course will be evaluated by the appropriate department chair/school dean to determine whether to award credit. The number of credits acceptable to the University and the number which may apply toward a particular degree may differ. Students must refer to their Student Progress Report to determine how many of those hours have been applied to their major at USCA.

Original records may be required and evaluated for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at USC Aiken. Typically, only undergraduate courses taken at a regionally accredited institution of higher education which are comparable in content and credit hours to specific courses offered by USC Aiken and in which grades of "C" or higher have been earned will be accepted for transfer. (State wide policies concerning transfer credit can be found on page 39.) It is permissible for credit from a graduate level course to be used for an undergraduate waiver

of a requirement if it is carefully examined and approved by the appropriate department head/dean. This waiver will only be granted on a case by case basis for exceptional circumstances.

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

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

## 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 USC Aiken is a relatively easy process. To be admitted to the USC Aiken campus, change of campus students must submit an application via Self Service Carolina, be in good academic standing at the original campus of attendance, as well as maintaining a minimum 2.0 cumulative GPA (on a 4.0 scale). Those students who have attempted 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.

## Palmetto College

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

## International Student Admission

All international students applying for admission to an undergraduate degree program must complete an international student application, attach a \$100 application fee, and submit it to the Office of Admissions at USC Aiken. All international students must submit bank statements or certified statements for financial ability to provide \$25,161 or more for twelve (12) months' total expenses. This is required before the I-20 certificate of eligibility can be signed.

Due to the complexities of evaluating international applications, along with problems associated with postage and traveling, international students **must submit an application at least six months prior to the semester the student wishes to enter**. International 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, certificates, and/or scores, 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 concurrent 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 approval from their high school (Principal or Guidance Counselor signature)
- Submit approval from parent or guardian (signature)
- Avoid courses which are offered by the students' high school
- Must meet the prerequisites of any USC Aiken course before enrolling in that course

Students admitted to this program will be enrolled in regular college courses in general subject areas, 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 31). 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 35.

## Admission of Senior Citizens

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

## Citizenship Verification

USCA students must present proof of citizenship or lawful presence in the U.S. before enrolling in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public

institution of higher education. Students who are not verified as citizens during the Federal financial aid application (FAFSA) process must present proof of citizenship. Verification of immigration status for non-citizens will be conducted by International student officials.

## IMMUNIZATION REQUIREMENTS

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

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

Freshman who live on campus must also comply with the Housing requirement regarding the meningococcal meningitis (Menactra) vaccine. For additional information, please visit the following website <http://web.usca.edu/dot/Asset/19948.pdf> for the Immunization Form or call the Housing Office at 641-3790.

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

International Students additional requirement:

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

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

## ADDITIONAL CREDIT

### College Board Advanced Placement (AP) Examinations

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

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

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

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

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

USC Aiken Office of Admissions.

### International Baccalaureate (IB) Policy

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

For more information see College Level Examination Program (CLEP) under “Academic Regulations” on page 41.

### Credit by Examination (Challenge Exam)

For more information see Credit by Examination under “Academic Regulations” on page 41.

### Credit Granted for Educational Experiences in the Military

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

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

## ACADEMIC COMMON MARKET

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

USC Aiken has two 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 mathematics placement test is to assess each student’s ability in mathematics and help place her/him in the proper initial mathematics course. The test is required for all incoming students who plan to enroll in

Math 108 (Applied College Algebra) or above. Students who have scored a 3, 4, or 5 on the Educational Testing Service Calculus Advanced Placement (AP) Exam will not need to take the mathematics placement test.

The mathematics placement test is for **initial** placement only. Students who have completed a mathematics course at USCA (regardless of the letter grade

earned) **cannot** later take the math placement test in an attempt to place into a higher level course or to exempt a prerequisite. Students who wish to get credit for a mathematics course through testing should take the CLEP exam for the desired course.

### Transfer Students:

- Transfer students who have already earned a baccalaureate degree from an accredited college do not have to take the placement test.
- Transfer students who receive transfer credit for MATH 104 or higher (excluding MATH 170, MATH 221 and 222) do not take the placement test and may proceed to the next required mathematics course for their major, or the next mathematics course for which they have the required prerequisite. Courses that transfer as statistics courses with the prefix STAT do not qualify as mathematics courses for placement purposes.
- Transfer students who have not received transfer credit for MATH 104 or above (excluding MATH 170, MATH 221 and 222) must take the placement test.

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

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

- Students beginning to study a new language enroll in 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 or in any of the second language courses above 210 that are listed below and pass the course with a grade of C or better will have fulfilled USCA’s second language requirement. Students who transfer courses equivalent to 210 or those listed below will have fulfilled USCA’s second language requirement. Credit will be assigned only for the course the student passed or transferred with a C or better.

**FREN:** 300, 301, 302, 303, 305, 306, 307

**GERM** 300, 301, 303, 305

**SPAN:** 303, 308, 316, 317, 318, 319, 320, 321, 340, 426, 488

Chart 1.

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

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

<u>Area</u>	<u>College Prep Units</u>	
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:	

**High School Course Prerequisites for Freshmen who graduated from high school 2011 and beyond**Please visit [www.usca.edu/admissions](http://www.usca.edu/admissions) for details.

# Student Life

---

## STUDENT ACTIVITIES

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 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 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, Flagler University, University of Montevallo, 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 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. Our newest addition, Pacer Path - an on-campus cross country course, opened in 2009. 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 Involvement. 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 Involvement, 641-3411, ahmeds@usca.edu.

## STUDENT ACADEMIC AND DEVELOPMENT SERVICES

### Academic Success Center

The Academic Success Center encourages the academic success of USC Aiken students by assisting them in developing educational plans, connecting them to campus resources, and promoting engaged learning and personal responsibility.

Below are descriptions of some of the services in the department. More detailed information about these services, a full list of the free programs in the department, and other academic resources can be accessed at <http://web.usca.edu/asc>.



### **Academic Advisement**

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

### **Early Warning**

The Early Warning process is a mechanism to alert students to specific behaviors and academic issues that may affect their academic performance. USCA faculty and teaching staff are encouraged to submit Early Warning Forms. When an Early Warning Form is received, the student and the student's advisor are informed. Students who receive Early Warning letters are encouraged to meet with their advisor and professor for the course in which the Early Warning was received.

### **First-Year Seminar (AFYS 101)**

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. For additional information, visit the Academic Success Center website.

### **Tutoring**

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

### **Academic Consultations**

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

The Academic Success Center is located in Penland, Room 108.

## **Career Services**

The mission of the Career Services Office is to assist all USCA students with their career-related concerns -- choosing a college major, choosing a career, career planning, experiential learning and job search. Realizing that career planning is a lifelong process, our objective is to teach effective self-assessment and skill development that will aid students and alumni in their pursuit of career goals. Another component of the office's mission is posting on-campus student employment positions and providing the campus-wide segment of student employment training.

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 Appointments, including

- Career planning
- Choosing a major/career
- Career assessment instruments (FOCUS2, MBTI, Strong Interest Inventory)
- Experiential education
- Job search strategies
- Graduate school
- Resume and Cover letter review
- Mock Interviews

#### Career Information Resources

- Career planning books

- Career magazines and other literature
- "What can I do with this major" website
- "Employer USA" (employer directory)
- Graduate school

#### Career Information Handouts

- Career planning timeline
- Job search strategies (resume, cover letter, networking, etc.)

- Choosing a career/major
- Federal Jobs
- Linked In

#### Career Workshops

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

#### Pacer Career Connection

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

#### Programs

- Career Day (Spring Career Fair)
- Career Panels Program
- Career Prep Week
- Virtual Career Fair

#### Experiential Education

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

#### Job Postings and Resume Referral

Career Services uses an 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 "Pacer Career Connections".

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: priority seating, a note taker, test proctoring, permission to tape record lectures, alternative media or other accommodations to assist the student in her/his classroom efforts. Students with documented disabilities may be eligible for a course substitution. Based on appropriate documentation, the Coordinator of Disability Services determines whether a course substitution should be recommended. Students should be aware that a disability will be revealed to faculty and staff involved in evaluating a recommendation for a course substitution. If a determination is made for a course substitution by the Disability Services office, the DS Coordinator will assist the student with the additional requirements necessary to petition for the substitution. For further detail, see "Course Substitutions" in the Academic Regulations section of the Bulletin. 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. 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 134, 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 Learning Resource Center

The mission of the Learning Resource Center is to provide academic support for students in math, psychology, science, and language courses at USCA by offering free peer tutoring, workshops, and review sessions in freshman level and selected sophomore level courses. The Learning Resource Center is located in Penland, Room 221 or online at <http://web.usca.edu/asc/tutoring>.

## Office of Intercultural Programs

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 Intercultural Programs seeks to foster a warm, welcoming, and supportive environment for the diverse members of the campus community; to provide minority and international student support services and programs that assist with campus efforts to mirror the retention, graduation, and career placement rates of the larger student population; to work with various departments and committees of the university to provide programs and activities for the campus and local community that encourage an awareness and appreciation of cross-cultural perspectives; and to help equip members of the campus community with practical leadership and interpersonal skills to prepare them for living and working in an increasingly multicultural society.

The following is a sample of the resources and services available through the Office of Intercultural Programs:

### **Domestic and general Intercultural Program concerns and programming**

- African American Students' Alliance (AASA)
- Minority Achievement Program (MAP)
- The Compass Leadership Program (Compass)
- The *Mosaic* Multicultural Newsletter
- Annual campus and community-wide celebrations (such as Kwanzaa, Women's History Month and Dr. Martin Luther King, Jr. Remembrance Day celebrations)

For more information about the office and programs listed above, contact Ms. Aja Vaughn, Assistant Director of Student Life, at 803-641-3442 or at the website at <http://www.usca.edu/intercultural> or visit the office located in the Student Life Office of the Student Activities Center.

### **International programs and services**

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

For more information about the international programs and services listed above, contact Dr. Maria Anastasio, Director of Internatioal Programs at 803-641-3671 or [mariaa@usca.edu](mailto:mariaa@usca.edu) or visit the office in the Student Life Office of the Student Activities Center.

## Orientation

Orientation programs are offered for all new freshmen and transfer students. Orientation is designed to ensure a smooth transition to 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 provide orientation for graduate students.

## Student Health Center

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

Visits to the SHC are free of charge. The Center is staffed by licensed nurse practitioners who provide primary care for common health problems by assessing and diagnosing the problem, then providing the necessary treatment and follow-up care. Students are encouraged to visit the SHC if they have an illness or injury that they feel uncomfortable treating independently. The SHC staff also provides health promotion, health education, and disease prevention information. The SHC is open M-F from 10:00 a.m. - 4:00 p.m. and is located in the Student Activities Center, Room 106. For more information about SHC services, call 803-641-2840 or visit <http://web.usca.edu/student-life-and-services/healthcenter/>.

## Writing Room

The mission of the Writing Room is to provide an open teaching, working, and learning environment where USCA students may participate in sessions and discussions on writing projects and assignments. Writing Consultants are peer tutors from a range of disciplines and are formally trained to provide free assistance during all stages of the writing process. The Writing Room is located in H&SS, Room 112 or online at <http://web.usca.edu/asc/tutoring>.

## 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 and PASCAL Delivers
- Self-service photocopying equipment
- Extensive website with links to Library services and resources

#### *Computerized library technology*

- Web-based catalog for all USC campuses
- Laptops for student use
- Wireless network access
- Multiple full-text databases
- Internet access terminals

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

- Recently renovated 40,000 square-foot building
- Book and bound periodical collection of more than 223,000 volumes
- Microform collection numbering more than 79,000 volumes
- Periodical and newspaper title collection of over 29,000
- Official depository for United States Government publications and South Carolina state documents and the Department of Energy public reading room collection; over 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 and Media 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	10:00 P.M.
Friday	8:00 A.M.	to	5:00 P.M.
Saturday	12:00 P.M.	to	5:00 P.M.
Sunday	2:00 P.M.	to	10:00 P.M.

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

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

### Pacer Shoppe

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

The Pacer Shoppe is the source for all course materials including textbooks, lab supplies, course packets, school supplies, and study aids. The bookstore is located in the Student Activities Center, (SAC) near the dining room. 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 Pacer Shoppe offers refunds and exchanges.

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

Please visit [www.uscabookstore](http://www.uscabookstore) for complete return policy.

### Book Buy Back Policy

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

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

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

### Pacer Shoppe Hours

Fall & Spring Semesters

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

Summer Sessions

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

With extended hours at the start of each semester. Any change of Pacer Shoppe hours will be posted.

### Contact Information

Telephone 803-641-3457

e-mail [bookstore@usca.edu](mailto:bookstore@usca.edu)

url: [www.uscabookstore.com](http://www.uscabookstore.com)

*Questions, comments, or suggestions regarding the bookstore may be directed to: Heidi DiFranco: Director*  
e-mail: [heidid@usca.edu](mailto: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 during public planetarium shows and during normal business hours by appointment. For more information, please call 641-3313.

The Science Store specializes in unusual, hands-on science materials, toys, models, kits, and collectibles not typically found in larger chain stores. This is a child-friendly, "please touch" kind of store, with merchandise similar to that found in museum gift shops. The Science Store carries puzzles, games, tee shirts, posters, reference materials, educational books, science-related gifts and classroom teaching aids. This is a 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 contracts with one of the country's premier food service

operators to provide food service on campus and offer many dining options at USCA, including:

- The Scoreboard Cafeteria located in the Student Activities Center which offers a full service cafeteria featuring a salad bar, display cooking, subs, and grilled entrees.
- The Station in the Humanities and Social Sciences Building, which includes subs, salads, pastries, and gourmet coffee.

## Pacer Downs Market

The Pacer Downs Market is located next to the University Police office at Pacer Downs. The market offerings include grocery items, snacks, and various other items.

## USCA ID Card

All students must have a University of South Carolina Aiken ID card. The ID card, also known as the CarolinaCard, will be an important item while a student is attending USC Aiken. The CarolinaCard will allow use of University facilities and services and is designed to be checked by computer for validity. This is a permanent card and is valid as long as a student is officially registered. The card is the property of the University of South Carolina Aiken and is intended solely for its use. The first student ID card is issued free of charge. Should the card be lost, stolen, or confiscated, or otherwise terminated, a replacement charge of \$25 will automatically be assessed upon issuance of a new card. If the ID card has a meal plan, the student must immediately contact Dining Services.

ID cards are made in the University Police Office, Community Building, Pacer Downs during regular office hours.

## 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: 19 Meal Plan-\$1,130.00 per semester  
Provides 19 full, hot meals in the cafeteria each week. This plan also offers a bonus \$75.00 in declining balance money, which may be used in any campus dining location.
- Plan B: 15 Meal Plan-\$1,210.00 per semester  
Provides 15 full, hot meals in the cafeteria per week with equivalency credits that may be used in the Food Court. This plan offers \$75.00 in declining balance money, which may be used in any campus dining location.
- Plan C: 10 Meal Plan-\$1,040.00 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. *This plan is not available for freshmen.*

- Plan D: Sophomore/Junior/Senior Declining Balance Plan -\$875.00 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-\$500.00 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.*

## Commuter Meal Plans:

Intended for commuters, but also available to faculty and staff.

- Plan F: Block 30-\$280.00 per semester

Choose any 30 all you care to eat meals throughout the semester in the cafeteria **and** receive \$75 in declining balance money which can be used in any campus dining location.

- Plan G: Block 50-\$442.00 per semester

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

*~Rates and meal plans may be subject to change~*

## \*A Special Note to Students Residing in University Housing

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

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

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

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

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

*Brent Wustman, Director, Dining Services  
471 University Parkway  
Aiken, SC 29801  
803-641-3596  
e-mail: [brentm@usca.edu](mailto:brentm@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](mailto:jeffj@usca.edu)*

## University Housing

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

**Pacer Crossings** is a new 300 bed residence hall especially designed to enhance the freshman experience by providing many amenities and services. Pacer Crossings will feature a shared, furnished four-bedroom suite (two students to each bedroom) with four baths, furnished living room area, free high-speed wireless internet access, phone service, micro fridge in each bedroom, and cable TV. Also within the residence hall is an onsite laundry facility, 12 study rooms, 8 kitchens, a learning center, lounge space and game room. Pacer Crossings is staffed by a live-in Assistant Director and 12 Resident Assistants. There will be one resident assistant to every 24 residents.

**Pacer Commons** consists of 79 4-person apartments, housing 316 residents. Pacer Commons contains 43 double-bedroom apartments and 36 single-bedroom apartments. Each apartment is furnished and contains two full bathrooms, a living area and a fully equipped kitchen. Pacer Commons is staffed by a live-in Assistant Director and 11 Resident Assistants. Pacer Commons has a recreational area that consists of a volleyball court and a basketball court. Within the halls of Pacer Commons there are 6 lounges, 2 classrooms, a computer room, game room with vending and laundry facility.

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

USCA students who wish to live on campus or have questions concerning housing should contact the University Housing office at 641-3790 or [housing@usca.edu](mailto:housing@usca.edu).

### 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 University Police at (803) 641-3319 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:

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

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

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

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

### 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 and the community for

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

## GENERAL REGULATIONS

### Conduct

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

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student from the University if the appropriate hearing body or official determines that this course of action is in the best interest of 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 four categories: graduation or completion rates, athletically-related financial aid, campus crime, and campus housing fires. Graduation or completion rates are prepared and published by the Registrar's Office and are readily available to current and prospective students upon request. Athletically-related aid reports are prepared for the NCAA and are available upon request from the Athletic Department. Statistics on campus crime and campus housing fires are published annually by the USCA University Police Department and are available to current and prospective students and employees on the USCA web page.

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

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

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

# Fees and Refunds

---

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

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

## Payments

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

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

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

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

## RESIDENT STATUS

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

### Policies for Students

The initial determination of one's resident classification is made 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 classification may be different than definitions for financial aid purposes.

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

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

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

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

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

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

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

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

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

### 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 USC Aiken undergraduate or USC Aiken graduate courses taken at the Aiken campus.**

**Military Personnel and Their Dependents.** Members of the United States armed forces (and their dependents) 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 to pay in-state fees as long as they are continuously enrolled. Such persons (and their dependents) may also be considered eligible for in-state rates as long as they are continuously enrolled 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.

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

### **Procedures**

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

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

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

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

1. Persons applying for resident classification must complete 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. maintain South Carolina driver's license and vehicle registration.

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

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

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

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

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

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

# FEES (2013-2014)\*

## Application Fee

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

Undergraduate.....	\$45.00
Graduate.....	\$45.00
Re-admits, Senior Citizens, Teacher Cadets .....	\$10.00
International Students .....	\$100.00

<b>Matriculation Fee</b> (graduate and undergraduate) .....	\$85.00
<i>A one-time, non-refundable fee for orientation, assessment, and placement testing for all new degree-seeking students.</i>	

<b>Reinstatement Fee</b> (per occurrence).....	\$40.00
--	---------

## Tuition

### Full-Time Students (12 - 16 semester hours)

Undergraduate Resident..... (per semester)	\$4,509.00
Undergraduate Non-resident..... (per semester)	\$9,025.00
Graduate Resident..... (per semester)	\$5,820.00
Graduate Non-resident..... (per semester)	\$12,480.00
Active duty military..... (per semester)	\$3,045.00

### Full-Time Students (17 hours and above)

Undergraduate Resident.....(additional per credit hour)	\$80.00
Undergraduate Non-resident.....(additional per credit hour)	\$208.00
Graduate Resident.....(additional per credit hour)	\$80.00
Graduate Non-resident.....(additional per credit hour)	\$170.00

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

Undergraduate Resident.....(per semester hour)	\$384.00
Undergraduate Non-resident.....(per semester hour)	\$768.00
Dual/Concurrent Enrollment - SC Resident High School Students.....	
.....(per credit hour)	\$66.00
Graduate Resident.....(per semester hour)	\$485.00
Graduate Non-resident.....(per semester hour)	\$1,040.00
Graduate (SC certified teachers Resident).....(per semester hour)	\$320.10
Graduate (SC certified teachers Non-resident) (per semester hour)	\$350.00
Active duty military.....(per semester hour)	\$253.00

*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)	\$384.00
Non-resident.....(per semester hour)	\$768.00

## Other Required Fees

Technology Fee..... (per semester for full-time students)	\$120.00
..... (per credit hour each semester for part-time students)	\$9.00
Public Safety Fee..... (per semester)	\$25.00
Summer..... (per term)	\$8.00
<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)	\$125.00
Music Instrument Rental Fee..... (per semester)	\$35.00
Nursing Lab and Testing Fee.....(per credit hour)	\$40.00
Educational internship fee.....(per course)	\$35.00
Wellness and Natatorium Lab Fee.....(per course)	\$15.00

## Senior Citizens

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

## Housing

*Fees listed are per student, per semester*

Housing.....(single room)	\$2,700.00
Housing.....(double room)	\$2,275.00
Housing.....(double as a single room)	\$3,210.00
Maymester.....(single room)	\$300.00
Maymester.....(double room)	\$245.00
Summer Term.....(single room)	\$480.00
Summer Term.....(double room)	\$425.00

## Meals

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

Ten meals per week.....(per semester)	\$1,040.00
Fifteen meals per week.....(per semester)	\$1,130.00
Nineteen meals per week.....(per semester)	\$1,210.00
Declining balance	
(Sophomore, Juniors, & Seniors only).....(per semester)	\$875.00
Declining balance (Juniors and Seniors only).....(per semester)	\$500.00
Block 30.....(per semester)	\$280.00
Block 50.....(per semester)	\$442.00
Pacer Cards (Cash Cards).....(per card)	\$40.00

## Health Insurance

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

## Other Fees

Assessment Testing Late Fee.....	\$50.00
Challenge Exam.....(per credit hour)	\$25.00
Payment Plan Administrative Fee.....	\$75.00
Replacement identification card.....	\$25.00
Replacement fee receipt.....	\$5.00
Transcripts.....(per copy)	\$8.00

*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.*

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

## Fines

Late Registration.....(per day)	\$5.00
(up to a maximum of \$350.00 after prescribed registration date)	
<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.....	\$30.00

## Library

Overdue Materials.....(per day, per item)	\$0.25
<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)	\$1.00
<i>no maximum</i>	
Lost Materials.....(minimum)	\$63.00

## Parking Fines

Parking improperly.....	\$20.00
Parking decal or permit improperly displayed.....	\$10.00
Parking in no parking/safety zone.....	\$50.00
Parking in loading or service zone.....	\$25.00



Blocking sidewalk, driveways .....	\$25.00
Parking in fire lane; blocking hydrant.....	\$50.00
Parking on grass or sidewalk .....	\$20.00
Parking in reserved area/visitor space.....	\$20.00
Failure to register vehicle.....	\$20.00
Parking in spaces for people with disabilities.....	\$75.00
Speeding on campus .....	\$40.00
Parking in Student Housing area without a permit.....	\$30.00
Parking in Faculty/Staff reserved space.....	\$20.00

## WITHDRAWAL AND REFUND INFORMATION

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

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

## WITHDRAWAL REFUND PROCEDURE

### Standard Refund Procedures For Withdrawal From The University

- 100% refund of the tuition and fee charges, if the student's **official withdrawal date** is by the end of the first week of classes of a sixteen (16) week session.
- 90% refund of the tuition 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.
- 70% refund of the tuition 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.
- 50% refund of the tuition 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.
- 25% refund of the tuition 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.

## DROPPED COURSES - REFUND PROCEDURE

### Standard Refund Procedures For Dropped Courses

- 100% refund of the tuition and fee charges, if the student's **official withdrawal date** is by the end of the first week of classes of a sixteen (16) week session.
- 70% refund of the tuition charges if the student's **official withdrawal date** is between the period specified in (A) or before the end of the 16% period of enrollment for which the student was charged.

### Summer Terms

- 100% refund of the tuition and fee charges when a course is dropped before the end of the late registration period.
- 40% refund of the tuition charges when a course is dropped before the end of the late registration period until one week after the beginning of the term.
- 25% refund of the tuition charges when a course is dropped between one and two weeks after the beginning of the term.
- Course dropped more than two weeks after the beginning of the term - none.

## Refund Schedules

Refund schedules are available at the USCA Registrar Website in the *Schedule of Classes* and are available in the Registrar's Office.

## Other Shortened Sessions

Adjusted summer session and other shortened session refund schedules are available at the USCA Registrar Website in the *Schedule of Classes* and are available in the Registrar's Office.

## Determining the Refundable Portion Procedure

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

## Policy on the Return of Title IV Funds

Federal financial aid funds which includes Pell, Perkins, Stafford and PLUS (parent) Loans, and SEOG, 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 Office of Financial Aid prior to making the decision to withdraw from school.

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

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 students should contact the Office of Financial Aid (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.

## UNIVERSITY WITHDRAWAL REFUND APPEAL PROCEDURES

A committee is authorized to review and adjust **limited** exceptions to the University of South Carolina Aiken refund schedule. To be considered by the committee, the Refund Appeal Request Form along with supporting documentation must be completed and submitted to the Associate Chancellor for Enrollment Services, USC Aiken, 471 University Parkway, Aiken, SC 29801. **Please review the guidelines below carefully before submitting the form.**

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

**Guidelines for Refund Appeals include:**

1. The appeal must be submitted in writing to the Associate Chancellor for Enrollment Services.
2. All requests for appeal must be submitted directly by the student or the students' legal representative.
3. The appeal must be initiated within 60 days of the end of a term or semester to which the appeal applies. Exceptions require approval of the Associate Chancellor for Business and Finance.
4. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignments or other academic issues. If applicable, requests for extenuating circumstances withdrawals for grade purposes must be resolved prior to deliberation of the Refund Appeals Committee.
5. Requests for consideration for review by the Refund Appeals Committee must meet one or more of the following criteria:
  - a. Documentation of an acute or chronic illness or accident with medical recommendation for withdrawal. Documentation must include letters from physicians or health care providers.
  - b. Documentation of extraordinary incident that required withdrawal. Examples might include mandatory relocation for employment of family/primary wage earner where the relocation is more than 100 miles from Aiken.
  - c. Demonstration that application of the published refund policy would result in specific and substantial personal or financial hardship to the student. If this is the basis of the appeal, students must include the statement below with appropriate documentation of income. Documentation may include pay stubs, letters from employers or similar income verification.
    1. My Current Monthly Income is \$ \_\_\_\_\_
    2. My Current Family Income is \$ \_\_\_\_\_
  - d. Documentation of an error by the University or a University Official or of substantial circumstances where a student has in good faith relied upon the veracity of a University Official's advice or the official's interpretation of the text of a university document or publication and was consequently misled or mistaken about the terms of the published refund policy. Documentation must include letters or other correspondence from USCA faculty or staff supporting the mistake.

# Financial Aid and Scholarships

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 on the USCA Financial Aid website, <http://web.usca.edu/financialaid>.

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 notification 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. An internet link to terms and conditions of awards will be included with the award notification.
10. If the application has been submitted by the student in a timely fashion and financial aid has subsequently been awarded, the award will usually be paid in two disbursements (once during each registration period). The USCA Business Services 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 or 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 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 or she will become ineligible for federal financial aid. Students are considered to be making satisfactory progress only if they:

- A. are admitted and enrolled as degree-seeking students.
- B. 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 as it directly relates to USCA’s academic policies. 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 limitations as follows:

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.\*

\*Effective with the 2010-2011 academic year, the semester limit will change to **twelve semesters**.

2. **Minimum Earned Hours** – To be making satisfactory progress, a student must earn a minimum number of semester hours each year, based upon his or 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).

- C. 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* available on the USCA website (web.usca.edu). The following chart shows the various levels of grade point hours and system cumulative GPAs for suspension levels:

GPA Hours	Suspension Levels
0-14	Not applicable
15-30	Below 1.00 system GPA
31-45	Below 1.40 system GPA
46-89	Below 1.60 system GPA
90-105	Below 1.80 system GPA
106 or more	Below 2.00 system GPA

Summer session enrollment is not assessed in the determination of a student’s total semesters of enrollment. However, semester hours earned during the summer session 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 or her record to compliance with this standard through summer session enrollment **ONLY at USCA or approved transient work at another USC system school.** If a student who has been deemed ineligible successfully changes his or 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.

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. These scholarships are designed to recognize qualities of leadership, merit, and academic performance and to assist students in achieving their educational goals. All fully admitted, degree-seeking students are automatically considered for these scholarships annually based on their student profiles. Some awards can be renewed for up to 3 additional years.

### South Carolina Student Aid Programs

For complete information on the LIFE, SC HOPE and Palmetto Fellows Scholarship programs, please visit the USCA Financial Aid Web Page at [www.usca.edu/financialaid](http://www.usca.edu/financialaid).

## GRANTS

### Federal Pell Grant

Students may apply for a Federal Pell Grant if they are enrolled in a program of study 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 will receive notification of eligibility. 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 on a first come/first served basis.

### 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 to be eligible to receive the grant for the subsequent year.
- Certify that he or she has never been convicted of any felonies, has not been convicted of a second alcohol or drug-related misdemeanor offense within the 12 months prior to the period of the award, and is of good moral character by submitting a signed affidavit to the Office of Financial Aid.
- Be making satisfactory progress as defined in USCA's "Satisfactory Academic Progress Policy" which is available on the Financial Aid web page. On every award notification, students are provided with the web address for Financial Aid "Terms and Conditions" which references this policy.
- Maintain a minimum 2.0 grade point average.
- Certify that he or she does not owe a refund or repayment on any state or federal grant and is not in default on a loan under the Federal Perkins Loan or Federal Stafford Loan Programs.

## EMPLOYMENT

### Federal Work-Study (FWS) Program

This program provides jobs for students who have financial need. 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 10 hours per week. The students' work schedule will be set around their class schedule. Funds in this program are limited and are awarded on a first come/first served basis.

### 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, USCA 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 USCA, or a research setting at USCA. In addition to the direct financial support that is gained through the stipend, USCA 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 USCA'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 Direct Stafford Loan Program (subsidized and unsubsidized)

The Federal Direct Stafford Loan Program provides low-interest, long-term loans to eligible students through the U.S. Department of Education. Subsidized Stafford Loans are awarded based on financial need. The federal government pays the interest on these loans while the student is enrolled in school at least half-time (6 semester hours), during the grace period and during deferment periods. Unsubsidized Stafford Loans are not based on financial need. Interest begins accruing after the first disbursement. Students have the option of paying the interest monthly or quarterly while in school and during the grace period, or can have the interest capitalized and added to the principal amount of the loan upon entering repayment.

### Maximum Loan Amounts

Freshmen	\$5500 for dependent students (maximum \$3500 subsidized)
	\$9500 for independent students (maximum \$3500 subsidized)
Sophomore	\$6500 for dependent students (maximum \$4500 subsidized)
	\$10,500 for independent students (maximum \$4500 subsidized)
Junior and Beyond	\$7500 for dependent students (maximum \$5500 subsidized)
	\$12,500 for independent students (maximum \$5500 subsidized)
Graduate	\$20,500 (maximum \$8500 subsidized)

### Aggregate Loan Limits

Undergraduate	\$31,000 for dependent students (maximum \$23,000 subsidized)
	\$57,500 for independent students (maximum \$23,000 subsidized)
Graduate	\$138,500 (maximum \$65,500 subsidized)

The graduate limit includes Stafford Loans received for undergraduate study.

## **Federal Perkins Loan Program**

Federal Perkins Loan Program provides low-interest (5%), long-term loans to eligible students. The USCA program provides up to \$4,000 per academic year, not to exceed \$20,000 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 Direct Parent Loan for Undergraduate Students (PLUS)**

Federal Direct Parent Loan for Undergraduate Students (PLUS) provides long-term loans to parents for their dependents through the U.S. Department of Education. Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for a Direct PLUS Loan. Loan amounts under this program are limited to the student's cost of education minus other financial aid awards. Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Loan. The repayment period for each Direct PLUS Loan begins on the date the final loan disbursement is made. There is no grace period for Direct PLUS Loans. Parents have the option of postponing payments until six months after the student ceases to be enrolled at least half time. Parents must contact the Direct Loan Servicing Center to request a postponement of payments. Interest will accrue during the postponement period. The loans have a fixed rate of 7.9%. PLUS Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall -- August, Spring -- January). One semester loans are disbursed at the beginning of the semester for the full loan amount.

## **Federal Direct PLUS Loan for Graduate Students**

The Federal Direct Graduate PLUS Loan provides long-term loans to graduate students through the U.S. Department of Education. 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 Direct Loan. The repayment period for each Direct Graduate PLUS Loan begins on the date the final loan disbursement is made. There is no grace period for Direct Graduate PLUS Loans. Students have the option of requesting an in school deferment from the Direct Loan Servicing Center. Interest will accrue during the postponement period. The loans have a fixed rate of 7.9%. PLUS Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall - August, Spring - January). One semester loans are disbursed at the beginning of the semester for the full loan amount.

## **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 \$5000, 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%.

## **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%.

## **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 USCA.

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. 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 Admissions Counselor with a transfer credit evaluation from its academic department. The VA generally pays such students for one semester only, pending receipt of the amount of "prior credit" applied to their current degree program. It is also recommended that undergraduate veterans contact the Undergraduate Office of Admissions (803-641-3366) for consideration of college credit for military schools.

Students can best ensure receipt of benefits by informing the school VA Coordinator of their intent to register for classes and by supplying the number of credit hours for which they will enroll each semester. Eligible VA students must request certification on a semester-by-semester basis.

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 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. 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 tuition, fees, books, supplies, and transportation through the Vocational Rehabilitation Service. Detailed information may be obtained from the Vocational Rehabilitation Department in Aiken.

## **HOW TO APPLY FOR FINANCIAL AID**

1. Make application for admission to 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.
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 and parents. 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

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 the Academic Success Center, to the Center for Teaching Excellence 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 decision will be final.

Graduate students who wish to request an exception to the academic regulations of the University should apply to the academic unit that directs the student's program. After the internal process has been exhausted, the student may apply to the 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 documented 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 decision will be final.

Once a Change of School Form has been completed, students enrolled in USCA off-campus programs, shall be entitled to relief from any academic complaint or grievance through the student grievance procedure established in the applicable USC Regional Campus Student Handbook. After a judgment has been rendered on that campus, an appeal to the Executive Vice Chancellor for Academic Affairs 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 163, and information on the Master of Science Degree in Applied Clinical Psychology may be found on page 169.

## BACCALAUREATE DEGREES

### GENERAL EDUCATION REQUIREMENTS

#### USC-System Common Curriculum

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

The 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 ..... 50-53**

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

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 page 33.

- 1. Natural Sciences..... 7-8  
Biology, Chemistry, Physics, Geology, Astronomy (Sciences require 2 labs (8 hours)
- 2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
- 3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
- 4. Languages ..... 6-8  
All degree programs other than Business and Nursing require two (2) semesters of the same language. See ... individual degree program descriptions for language . requirements.
- 5. Humanities (at least two areas) ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Literature, Art History, Music History, Theatre History, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

- 1. Critical Inquiry..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree program.
- 2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
- 3. Oral Communication ..... 3  
(COMM 201, COMM 241)
- 4. Math/Statistics/Logic ..... 6  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

**5. Satisfactory completion of Writing Proficiency Requirement**

For more information, see Writing Proficiency Portfolio on page 49.

**6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.**

For more information, see Writing Intensive Course Definition on page 34.

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

- 1. American Political Institutions..... 3  
(POLI 201, HIST 201, or HIST 202)
- 2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 48.

**D. Integrative Learning.....**

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

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

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

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

- Art History (ARTH):** 105, 106, 206, 312, 335, 397, 398
- Communications (COMM):** 351, 352, 353, 450, 455, 462
- English (ENGL):** 281, 282, 283, 284, 285, 286, 288, 289, 290, 291, 293, 295, 301, 362, 385, 389, 390, 391, 392, 393, 394, 395, 396, 401, 405, 407, 411, 412, 415, 416, 417, 419, 423, 424, 425, 426, 427, 428, 429, 430, 431, 435, 449, 474, 480, 485, 491, 494
- Languages, Literatures, and Cultures:**
  - French (FREN):** 302, 303, 305, 306, 307, 388, 397, 398, 399
  - German (GERM):** 303, 305, 395, 397, 398, 399
  - Spanish (SPAN):** 303, 308, 319, 320, 321, 340, 380, 388, 397, 399, 426, 488, 498
- History:** All History courses. **Note:** If HIST 101 or HIST 102 is used towards the History of Civilization requirement, the same course cannot count for the Humanities requirement. Also, if HIST 201 or HIST 202 is used towards the American Political Institutions requirement, the same

course cannot count for the Humanities requirement.

**Honors (HONS):** 101

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

**Music (MUSC):** 173, 175, 371, 372, 374, 393

**Philosophy (PHIL):** 102, 211, 302, 303, 304, 311, 312, 350, 390, 399

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

**Theatre (THEA):** 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). Study of the cultures of the indigenous peoples of these countries (e.g., Maori, Apache, Iroquois, Aborigines) may be acceptable, but this would not include the study of "assimilated" ethnic groups (e.g., African-American, Japanese-Americans). Courses focusing on US/ European involvement in other regions of the world (e.g., the Vietnam War, the British colonization of Africa) will not satisfy the non-western world studies requirement.

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

#### Art History

ARTH 397 Topics in Non-Western Art History (3)

#### Anthropology

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

#### Communications

COMM 450 Intercultural Communication (3)

#### English

ENGL 291 Introduction to Non-Western Literature (3)  
ENGL 385 Studies in Non-Western Literature (3)  
ENGL 396 Global Women Writers (3)  
ENGL 435 African and African-American Literature (3)

#### Languages, Literatures and Cultures

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

#### Geography

GEOG 102 World Regional Geography (Non-Western) (3)  
GEOG 198 Topics in Geography (Non-Western) (3)

#### History

HIST 345 Early Islamic Civilization (3)  
HIST 346 The Ottoman Empire (3)  
HIST 347 The Modern Middle East (3)  
HIST 361 Early Latin America (3)  
HIST 362 Modern Latin America (3)  
HIST 366 Modern East Asia (3)  
HIST 423 History of Mexico (3)  
HIST 447 The Arab-Israeli Conflict (3)  
HIST 448 Islamic Political Movements (3)  
HIST 492 Non-Western Topics (3)

#### Music

MUSC 175 World Music (3)

#### Political Science

POLI 122 Global Politics (3)  
POLI 123 Non-Western Politics (3)  
POLI 330 International Organization (3)  
POLI 344 International Political Corruption (3)  
POLI 483 Middle Eastern Politics (3)  
POLI 487 Politics and Governments of Africa (3)  
POLI 492 Non-Western Topics (3)

#### Religion

RELG 103 Comparative Religion (3)

#### Sociology

SOCY 410 Social Demography (4)

**Writing Intensive Course Definition:** After successful completion of ENGL 101 and 102, students will complete 3 courses officially designated as writing intensive (WI) – a minimum of one course each year until 3 have been completed. Transfer students will take one WI course for each 30 credit hours taken at USC Aiken. ENGL 201 cannot be used to satisfy this requirement. Students must take a minimum of one WI course within their major.

All WI courses should require the equivalent of at least 15-20 pages of word-processed written work as part of the overall grade. In 100- and 200-level courses, writing might consist of shorter assignments (perhaps 8-10 two-page papers or 4 three- to four-page papers, etc.), essay exam responses, and/or writing-to-learn assignments (these might include journal assignments, brief responses to readings, short research assignments, responses to peer writing, lab reports, etc.) In 300- and 400-level courses, longer papers might be more appropriate (perhaps 2 ten-page papers, or 1 ten- and 2 five-page papers). Particularly for longer papers, including research papers, students should have the opportunity to benefit from the instructor's comments on development, organization, use of appropriate style manual guidelines (APA, MLA, etc.), coherence, clarity of ideas, and grammar as they revise and edit their papers. Each WI class should include explicit instruction in writing as it relates to a given discipline, such as type of writing practiced in the field and use of the appropriate style sheet.

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

**Art (ARTS):** 345

**Biology (BIOL):** 365, 366, 370, 502, 550, 576C

**Business (BADM):** 345, 380

**Chemistry (CHEM):** 511L, 541L, 542L

**Communications (COMM):** 190, 332, 497, 499

#### Education:

**Early Childhood (EDEC):** 540

**Elementary (EDEL):** 432

**Educational Psychology (EDPY):** 235

**Reading and Literature (EDRD):** 518

**Exceptional Learner (EDEX):** 402, 425

**English (ENGL):** 250, 264, 283, 284, 285, 286, 288, 289, 291, 345, 360, 362, 390, 395, 405, 407, 411, 426, 427, 435, 460, 462, 464, 466

**Exercise and Sports Science (EXSC):** 401, 440, 458

**Geology (GEOL):** 102

**Languages, Literatures, and Cultures:**

**German (GERM):** 397

**Spanish (SPAN):** 316, 317, 397

**History (HIST):** 101, 201, 202, 300, 330, 331, 430, 442

**Management (MGMT):** 411

**Marketing (MKTG):** 455

**Mathematics (MATH):** 518, 519, 590

**Music (MUSC):** 175, 371, 372

**Nursing (NURS):** 202, 308, 309, 324, 413, 421, 423

**Political Science (POLI):** 320

**Psychology (PSYC):** 328, 330, 331, 340, 341, 350, 380, 445, 465

**Sociology (SOCY):** 248, 410, 497, 498

**Statistics (STAT):** 510

**Note: Individual major degree programs may require specific courses within each category and may add 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 those without advanced standing.

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

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

### **Declaration of Major**

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

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

The University is implementing a new degree audit system called Degree Works. Students will be able to track their progress towards their degree and determine remaining requirements at any time even if considering a change of major. This system is expected to be ready mid-year.

## **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 posted on the web at <http://web.usca.edu/records/academic-calendars/>. It is each student's responsibility to know the last day to add or drop a class, the withdrawal deadline, and other important dates published in the calendar. The class schedule information is also available each semester on the web at <http://web.usca.edu/records/schedule-of-classes/>.

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

### **Indebtedness**

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

## **REGISTRATION**

To be officially enrolled in the University, students must be academically eligible, complete the registration process with the Office of the Registrar, and possess a receipt for payment of current academic fees. USC Aiken offers Self Service Carolina (SSC) as a means of registration. A student may also use the SSC to access grades, view current class schedule, review fees, process tuition bills, check for time tickets during Priority Registration and many other services as they are implemented during the 2013-2014 academic year.

Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the university calendar to avoid paying a late registration fee of \$5.00 per day (\$50.00 maximum). After late registration, a \$40 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 completing all requirements for their degree. Academic advisors and the department faculty in the major are responsible for evaluating progress toward the degree and for interpreting and applying major requirements. Normally students will be able to progress by accepting the advice of their academic advisor. Undecided students are advised by a special group of advisors.

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

### 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.

### Semester Course Load

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

### Maymester and Summer Session Course Loads

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

### Course Overload

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

A continuing student who wishes to take 18 or more hours must have earned a GPA of at least 3.0 for the preceding semester's work (on a minimum of 12 semester hours) and must have the approval of the advisor and the department chair/dean. Permission is required for an overload even if part of the course load is on an audit basis. A "Course Authorization" form is available from the advisor or school dean/department chair.

Students must pay an additional fee for 17 or more credit hours.

### Course Numbering

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

### Course Descriptions

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

**Example: SOCY 355 Minority Group Relations.**  
[=ANTH 332] (3) (Prereq: C or better in SOCY101)

The elements of the course descriptions are as follows:

- 1. Academic discipline.** Course descriptions are arranged alphabetically by discipline. The four-letter abbreviation is the acronym used for course registration and all academic records.  
Example: SOCY
- 2. Course number and title** appear in bold type.  
Example: **355 Minority Group Relations**
- 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 indication of credit hours. An equal to sign [=] indicates such equivalencies.  
Example: [=ANTH 332]
- 4. Credit hours.** The number in parentheses indicates the semester credit hours awarded for successful completion of the course. In the case of course sequences where two or more related courses are

included in the same entry, a statement such as "3 each" indicates that all courses in the sequence carry the same credit. If the courses do not all carry the same credit, the credit hours awarded for each course are individually itemized. Variable credit, indicated by an entry such as "3-6", is employed in the case of courses whose content and credit are to be individually determined.

Example: (3)

- 5. Prerequisites.** Any necessary prerequisites or corequisites, indicated by the abbreviations "prereq" and "coreq," are given in parentheses after the credit hours.

Example: (Prereq: C or better in SOCY 101)

### Auditing

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

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

### Pass/Fail Option

Students may elect to take one or more free elective courses under the Pass/Fail option each semester. (See Grading System on page 42 for all regulations pertaining to Pass/Fail.) A Pass/Fail Option form must be completed and returned to the Registrar by the published deadline to elect the Pass/Fail option for a particular semester. The student will receive the hours earned if the course is passed, but the grade point average will not be affected by a course taken Pass/Fail.

### Independent Studies

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

All students taking courses on an independent study basis must have an approved independent study contract on file with the department and the 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 any course. All registrations will appear on the student's permanent record and all grades will be computed in the student's grade point average. Course credit for graduation will be given only once unless otherwise stipulated in the course description.

## Course Grade Forgiveness

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

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

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

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

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

Semester honors (dean’s or president’s honor list), academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy. Eligible students wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her undergraduate enrollment by completing an application for Grade Forgiveness, but

no applications will be honored after the degree is awarded. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

## Concurrent and Transient Enrollment

Concurrent enrollment means attending 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) Students are not permitted to take the last 25% of credit hours for their degree through concurrent or transient enrollment. Students who believe they have grounds for an exception should submit an Academic Petition and should allow

approximately four weeks for a decision. See page 47 for more information regarding the In-Residence Requirement.

- b) Courses taken outside the USC system must be passed with a letter grade of “C” or better in order for USCA to award credit.
- c) Courses taken outside the USC system transfer back to USCA as “hours earned” only; therefore, they are not calculated into the System GPA and have no bearing on suspension or probation. However, all grades earned will be included in the calculation of the Collegiate GPA which is used to determine graduation with honors.

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.

## 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 form. Many times, students may register on their home campus for USC Aiken courses. Once the work is completed, the grades automatically transfer and are calculated into the student’s System 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

South Carolina state law (59-111-320) authorizes USCA to permit legal residents of South Carolina at least sixty years of age to attend classes without the payment of tuition, **on a space available basis**, provided that such persons meet admission and other standards deemed appropriate by the university and do not receive compensation as full-time employees. 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 Office of Admissions. Changes in enrollment status (i.e. changing from credit to audit or audit to credit) must be completed by the last day to change a course schedule or drop without a grade of “W” being recorded, as published in the session and refund table located on the USCA website at <http://web.usca.edu/records/session-and-refund-dates.dot>.

## Maymester

Maymester is a compressed term, usually two weeks in length held between the close of the Spring semester and the beginning of the first Summer term. Although Maymester offers students a versatile schedule, complications can arise, especially for financial aid recipients. It is therefore very important to refer to the USCA website at <http://web.usca.edu/records/index.dot> for special course information, tuition deadlines, withdrawal deadlines, final examination schedule and grade reporting information.

## 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 Self Service Carolina (SSC) once advisor approval has been given. **Failure to drop a course by the published deadline and through proper channels may result in the assignment of a grade of “F”.**

## Dropping a Course

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

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 Business Services Office and a check will be mailed to the student. (See “Fees and Refunds” section of this Bulletin for more information.)

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

## Change of Major

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

## Course Substitutions

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

Requests to deviate from the general education requirements after enrollment at USC Aiken must be presented on an Academic Petitions Form, available from the Registrar’s Office. The student must obtain the signature of the advisor and the dean/department chair before returning the Petition to the Registrar. The Registrar will submit the request to the Scholastic Standing and Petitions Committee for approval/disapproval. If the petition is approved, it will become part of the student’s permanent record. If the petition is denied, the student will have the right to make a personal appeal to the Scholastic Standings and Petitions Committee at its next meeting. Should a student’s personal appeal be denied by the

Committee, the student may then appeal to the Executive Vice Chancellor for Academic Affairs, and, if necessary, to the Chancellor, whose decision shall be final. **Students should allow a minimum of one month for such requests to be reviewed.**

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

## Course Substitutions for Students with Disabilities

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

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

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

## Cancelled Classes

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

## Enrollment Discrepancies

In the middle of the semester, 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 consult his/her academic advisor and obtain a withdrawal form from the Records Office. Any refund the student may be due will be mailed to him/her by the Business Services Office. If a student withdraws during the Schedule Adjustment Period, there will be no record of enrollment for that semester on his/her permanent record. 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 after the first eight weeks of the term because of extenuating circumstances such as prolonged illness or debilitating accident, the student must complete the regular university withdrawal form and an additional form for Withdrawal Due to Extenuating Circumstances. Both forms are available in the 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” may be assigned if the student was not passing the course at the time of the extenuating circumstances. The “WF” is calculated as a failing grade in the student’s grade point average. When all instructor signatures have been obtained, the form must be returned to the Executive Vice Chancellor for Academic Affairs for final approval and forwarding to the Records Office for processing.

**Students have only one semester following the term for which they are seeking withdrawal for extenuating circumstances to complete the entire process including the paperwork.** For example, a student who became ill during the spring semester would have until the end of the following fall semester both to request a withdrawal and process the paperwork. The Executive Vice Chancellor 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 process may result in the loss of a possible refund and may result in the assignment of failing grades in all courses for that semester.

## CLASS ATTENDANCE

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

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

Each policy, whether departmental or individual, will clearly explain the rules pertaining to class attendance and the limits regarding class absences. It may establish an allowable number of class absences which students may accumulate without penalty. If a policy limits the number of absences allowed, it should also list reasons for 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 Deportment

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

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

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

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

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

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

## TRANSFER CREDIT

Transfer students are given credit for their previous college work after careful evaluation by a team of evaluators. This evaluation is mailed to the student by the Admissions Office after receipt of a student’s official transcript from any college previously attended. Each transfer course will show the equivalency to an appropriate USC Aiken. The total number of hours transferred from any and all colleges will appear on the USCA transcript; however, students must refer to this evaluation 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 41 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/school dean prior to enrollment.

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

- 1) those strictly occupational or technical in nature;
- 2) those remedial in nature;
- 3) those considered upper division or upper level at 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, educational experiences in the military, off-campus extension classes or while classified as a 'special student' may be accepted as partial fulfillment of the requirements for an undergraduate degree. 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 under-achieving 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 ([web.usca.edu](http://web.usca.edu)) on the Internet to view the Transfer Guide published by this institution.
- D. See [www.SCTRAC.org](http://www.SCTRAC.org) for further information regarding transfer policies.

## CREDIT BY EXAMINATION

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

### Challenge Exams

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

Challenge exams are not permitted under the following circumstances:

- if the student is currently enrolled in the course;
- if the student was previously officially enrolled in the course, for credit or audit, at any college or university;
- if the student has previously challenged the course unsuccessfully; or
- if the course is a laboratory or activity course.

Also, if an appropriate faculty member is not available to develop and/or

# 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 awarded. The use of the Pass/Fail grading option in such courses is indicated in their Bulletin descriptions. Credit hours will be awarded for courses in which an "S" is earned, but the grade will not be calculated into the GPA.

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

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

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

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

**NR** (No Report) is assigned by the Office of the Registrar only in situations when the submission of the normal Incomplete Contract and assignment of an "I" is not possible by the grade deadline. It is a temporary mark on the transcript and must be replaced by a grade. The instructor should notify the Registrar that a student has a problem that will prevent completion of an Incomplete Contract. The Office of the Registrar will then notify the student that the "NR" grade will be assigned

and remind the student to contact the instructor to make arrangements to fill out an Incomplete Contract or complete the work, normally within four weeks after the date of the letter. If replacement of the "NR" does not occur before the last week of the spring or fall semester immediately following the term for which an "NR" was recorded, a grade of "F" will be automatically assigned. The "NR" does not affect the grade point average.

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

## Pass/Fail Grading

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

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

## Grade Point Average

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

The GPA is calculated as follows:

- Add all hours carried (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 credit hours carried 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 grade hours.

### Example:

Course	Grade	(HC) Credit Hours Carried	(HE) Credit Hours Earned	(GH) Grade Hours	(GP) Grade Points	Total Grade Points for Course (Grade Points x Credit Hours Carried)
AEGL-101	B	3	3	3	3.0	(3.0 x 3 = 9.0)
AHST-101	A	3	3	3	4.0	(4.0 x 3 = 12.0)
ABIO-101	D	4	4	4	1.0	(1.0 x 4 = 4.0)
ASCY-101	F	3	0	3	0.0	(0.0 x 3 = 0.0)
<b>TOTALS</b>		<b>13</b>	<b>10</b>	<b>13</b>		<b>25.0</b>

GPA =  $\frac{25.0}{13}$  (Grade Points)  
 13 (Grade Hours) = 1.92

## System GPA and Collegiate Summary GPA

Three lines of information pertaining to the GPA are listed at the bottom of a grade report and a transcript. These are a Non U.S.C. GPA, a USC System GPA, and a Collegiate Summary GPA.

**Non U.S.C. GPA:** The Non U.S.C. GPA is calculated on coursework taken at institutions outside of the USC system either prior to enrolling at USC Aiken or as a transient student or concurrent student. All transfer coursework taken outside of the USC system will be calculated in one GPA. This is referred to as the transfer GPA. The transfer GPA is used by the Office of Admissions to determine whether to accept a transfer student. Once a transfer student is enrolled, the student begins the System GPA, which will be used to determine if the student meets the requirements to receive a degree from USC Aiken.

**USC System GPA:** The USC system GPA is calculated on all coursework attempted at USC Aiken or other USC campuses. The USC system GPA is used to determine whether a student is placed on probation or suspension and whether a student meets the requirements to receive a degree from USC Aiken.

**Collegiate Summary GPA:** The Collegiate Summary GPA is calculated on the totals of the Non U.S.C. and USC System Grade Hours and the Non U.S.C. and USC System Grade Points. The Collegiate GPA is one of the factors used to determine graduation with honors (see page 42).

### Example:

UNDERGRADUATE TOTALS	*HC	HE	GH	GP	GPA
NON U.S.C.	49.00	49.00	45.00	157.50	3.500
USC SYSTEM	88.00	88.00	88.00	338.00	3.841
COLLEGIATE SUMMARY	137.00	137.00	133.00	495.50	3.726

#### \*Definitions:

HC - Credit Hours Carried (also referred to as Credit Hours Attempted)  
 HE - Credit Hours Earned  
 GH - Grade Hours (the total number of semester hours carried for credit (except hours carried on a Pass-Fail or audit basis))  
 GP - Grade Points  
 GPA - Grade Point Average

## Grade Reports

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

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

## 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 the enrollment certification conform to the official USCA academic calendar dates for the term requested. **An undergraduate student who is enrolled in 12 semester hours or more in a regular semester is considered full-time** (students with disabilities may be eligible for modified full-time status; see Disability Services on page 13 for further information). During a regular summer session an undergraduate student must be enrolled in six semester hours or more to be considered a full-time student. Full-time fees are calculated on 12 semester hours or more. Full-time benefits for veterans are determined by the Veterans Affairs Office.

## Transcripts

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

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:

- to other school officials, including faculty within the educational institution or local educational agency who have legitimate educational interests;
- 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;
- to certain officials of the U. S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, INS, the Comptroller General of the United States, and state and local educational authorities, in connection with certain state or federally supported education programs, organizations conducting studies for or on behalf of the University, and accrediting organizations;
- in connection with a student's application for, and receipt of, financial aid;
- 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.
- if required by a state law requiring that disclosure was adopted before November 19, 1974;
- to comply with a judicial order or a lawfully issued subpoena. The student will be notified in writing sent certified mail that this access has been given;
- to appropriate parties in a health or safety emergency;
- the results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime;

10. the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law;
11. to students currently registered in a particular class, the names and e-mail addresses of others on the roster may be disclosed in order to participate in class discussion;
12. where the information is classified as "directory information." The following categories of information have been designated by the University as directory information: student's name, student ID photograph, local and permanent mailing addresses and telephone numbers, e-mail address, semesters of attendance, 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*, which is available on the USCA web site.

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 cumulative System 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 the petitioning procedure and their ability to continue at the University.**

### 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. Students placed on probation will be notified in writing by the Registrar's Office. There is no separation from the University involved with probation, but the following stipulations are imposed upon students on probation.

1. Students on probation are limited to taking a maximum of thirteen (13) credit hours during a regular semester until the GPA rises above the probationary level.
2. Students on probation are required to participate in the Pacer Success Program offered through the Academic Success Center.
3. Students on probation should limit participation in co-curricular activities such as sororities, fraternities, intramural sports, student publications, clubs.
  - Students with a cumulative GPA less than 2.0 are **prohibited from holding office** in any student organization, including SGA and Pacer Union Board.
  - Students with a cumulative GPA less than 2.0 are **prohibited from holding any titled position** on *Pacer Times* or any other University sanctioned publication.
  - Student athletes on probation are prohibited from participating in NCAA athletics. Exceptions require written permission from the Executive Vice Chancellor.

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

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

First suspension 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 System 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 the Scholastic Standing and Petitions Committee (SS&P).
2. There are set deadlines for the submission of 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. Each academic year the actual deadline dates are established for both the Fall and Spring semesters and are published in the USCA Academic Calendar located on the USCA web page.
3. Students who have completed Priority Registration before the suspension list is compiled will have their registration cancelled unless the reinstatement petition is on file by the appropriate deadline.
4. SS&P may approve a petition and attach restrictive stipulations. A student may be reinstated with the stipulation that he/she take only two courses, for example, or the stipulation may be that the student must obtain a specified GPA within that semester. SS&P may also disapprove a petition. The Registrar notifies students of all action taken. The Advisement Center is also notified, especially when students are reinstated with stipulations. **Positive decisions made by SS&P cannot be appealed either to the Committee or the Executive Vice Chancellor for Academic Affairs.**
5. Students whose petitions for reinstatement are disapproved may appear in person before the Committee at its next scheduled meeting.
6. If a reinstatement petition is denied after the personal appeal to the Committee, the student may appeal in writing to the Executive Vice Chancellor.
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 the policy at USCA. If a student is placed on first suspension by USC Columbia, for example, and is later suspended by USC Aiken, the suspension from USC Aiken will be considered the student's second suspension.

## Academic Forgiveness for Former Students

**Academic Forgiveness is designed for former USC System students 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 their 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 academic forgiveness.

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

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

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

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

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

## ACADEMIC HONORS

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

The Dean's Honor List recognizes 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 45.

## Graduation With Honors

Graduation with honors is based on a cumulative Collegiate 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. To qualify for graduation with honors in a bachelor's program, transfer students must meet residence requirements within the USC system and at USC Aiken. Students must complete at least 60 hours in residence within the USC system and the last 25% of credit hours required for their degree at USC Aiken. 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 GPA.

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

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

## 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.

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 meeting 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.

### In-residence Requirement

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

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

Some programs impose greater student residence and/or major require-

ments. Regardless of the Bulletin used, students must complete the last 25% of the credit hours for the degree as described above.

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

TOTAL NUMBER OF CREDIT HOURS REQUIRED FOR THE DEGREE	MINIMUM NUMBER OF IN-RESIDENCE CREDIT HOURS
120 HOURS	30 HOURS
121-124 HOURS	31 HOURS
125-128 HOURS	32 HOURS
129-132 HOURS	33 HOURS
133-136 HOURS	34 HOURS
137-140 HOURS	35 HOURS
141-144 HOURS	36 HOURS

## Second Undergraduate Degree

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

## Double Major

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

Any student who wishes to pursue a double major must complete a change of program form obtained from the Academic Success Center 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 standing committees of the Faculty Assembly:

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

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

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

## 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 163.

### 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 169.

## 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 28 for General Education Requirements. Major, cognate, and elective courses are described under each individual degree program.

### 1. Inter-Curricular Enrichment (ICE) Program

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

Requirement: USC Aiken undergraduate students who are admitted in Fall 2009 and thereafter will attend at least 2 ICE events per academic semester up to a total of 16 over their 4-year college career. Students will not be approved to receive their degree until they have met the ICE requirement.

Specific provisions of the program are as follows:

- Undergraduate students admitted in Fall 2009 and thereafter

are required to attend at least 2 ICE events per academic semester in order to graduate.

- Transfer students and change of campus students will be awarded ICE credits based on the number of credit hours they bring to USC Aiken, and must subsequently attend two ICE events per semester until they reach a total of 16.
- Part-time students will complete 2 ICE events for every 15 hours of completed course credit.
- Students admitted to and enrolled in degree programs that are delivered entirely online will be given online options to earn ICE credits.
- Freshman Convocation will constitute the first ICE event for entering freshmen.
- Participation in ICE events will be recorded and monitored for each student.
- The calendar of ICE events will be available online.
- Students participating in university Study Abroad programs may earn 2 ICE credits while overseas by participating in pre-approved inter-curricular academic events.
- On occasion, a student may be granted special permission to receive ICE credit for attendance at an off-campus event if he/she can demonstrate an inability to attend on-campus programs. Any such exceptions must be approved in advance by the Assistant Vice Chancellor for Academic Affairs.
- Students may not miss regularly scheduled classes to participate in an ICE event.
- Students may attend only 2 major-specific events per 30 hours of degree credit.
- Expectations for student behavior are the same at ICE events as in the classroom.

### 2. Writing Proficiency Portfolio

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

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

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

Students are encouraged to visit the 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 in the Department of English.

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

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

The Writing Proficiency Portfolio (WPP) is designed to allow students seeking a baccalaureate degree from 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, or other appropriate written assignments may be used. No more than one of these may come from the composition sequence. Since the portfolio is designed to show the range of a student's writing, the student is encouraged to select work from a variety of courses. Papers produced through group work should not be submitted. Each selection must be identified by course title, semester taken, and instructor's name. All of these three papers may be rewritten to demonstrate the student's current writing proficiency, for a paper deemed satisfactory at the freshman level may not adequately demonstrate proficiency at the rising-junior level. The reflective essay will serve as a cover essay for the portfolio and should discuss the reasons the student selected each paper.

While papers from USCA classwork are preferred, transfer students may submit papers from other academic settings. Transfer students who enter USCA with fewer than thirty (30) hours of required coursework to complete at USCA may elect to enroll in ENGL 201 in lieu of portfolio submission.

Those students who have demonstrated competency in university-level writing will be certified as having satisfied USC Aiken's expectations concerning writing proficiency within the context of general education requirements. Students who demonstrate exceptional competency will be recognized as meritorious. Students whose portfolios do not meet minimum competency will be advised, based on where their score is below the benchmark, **either** to resubmit for reconsideration **or** enroll in and pass ENGL 201: Writing in the University with a grade of "C" or better.

### **3. 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.

### **4. Cognates**

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

### **5. Minor**

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

### **6. Electives**

The number of elective credits varies according to the major the student selects. See the descriptions of specific degree programs beginning on page 46 of the *Bulletin*. Elective credits for participation in University performing ensembles may be counted up to a maximum of 4 credits.

### **7. Technological Literacy**

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



# Academic Programs

---

## DEGREE REQUIREMENTS

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

## DEGREES OFFERED

The chart on page 48 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

Dr. Chad L. Leverette, 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 and students transferring to USC Aiken who have earned no more than 45 credit hours may apply for admission to the Honors Program if they have a 3.5 GPA or higher on at least 24 hours of coursework applicable to their major program of study.
- Regardless of point of entry, each student will be screened for admission into the Honors Program. This screening process will include the submission of a writing sample from a recent course and two letters of recommendation from high school teachers for incoming freshmen, or in the case of USC Aiken students and transfer students, a writing sample from a recent course and two letters of recommendation from professors.

### Continuation Requirements

Honors students are recommended to take at least 3 credit hours, but generally not more than 7 credit hours, of Honors Program coursework per semester. To remain in the program, a student must maintain a USC Aiken cumulative GPA of 3.0 or higher after the first and second semesters, 3.1 or higher after the third and fourth semesters, 3.2 or higher after the fifth and sixth semesters, and 3.3 or higher after the seventh and eighth semesters. In addition, students must successfully complete at least 3 credit hours of Honors Program course work each academic year. The Honors Program Committee will review the academic work of all Honors students each year. Students who do not meet the requirements will be placed on Honors Program probationary status for one (1) semester. If the student meets the standards at the end of that semester, the Honors Program probation will be lifted. Failure to meet the requirements in any semester after the Honors Program probation has been lifted will result in dismissal from the Honors Program.

### Honors Curriculum

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

**1. HONS 101 Interdisciplinary Inquiry: Humanities**  
**3 hours**

**2. Honors Colloquia** **3 hours**

Three one-hour courses are required.

An Honors Colloquium is a one-credit hour course that allows for focused study in a particular topic. One or more colloquia may be offered each semester.

**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 enhanced learning experiences for honors students.

**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.

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

## Course Descriptions

### Honors (HONS)

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

**HONS 201 Honors Colloquium. (1)** (Prereq: Admission to Honors Program) An Honors Colloquium is a one-credit hour course that allows for focused study in a particular topic. One or more colloquia may be offered each semester.

**AHON 490 Honors Special Topics. (1-3)** (Prereq: Admission to Honors Program or special permission of the

Honors Program Director) In-depth study of select interdisciplinary topics. This course may be repeated with different topics. Course content varies and will be announced in the schedule of classes with a suffix and title.

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

## BACHELOR OF ARTS OR BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES

Natalie Taylor Bowdoin, Director

The faculty of the College of Humanities and Social Sciences and the College of Sciences offer the Bachelor of Arts or the Bachelor of Science in Interdisciplinary Studies degree. The Interdisciplinary Studies program is structured in part to meet an individual student's specific academic goals. It is designed for those students whose educational objectives are better served by a flexible interdisciplinary program of study rather than by a traditional, single-discipline major. The Interdisciplinary Studies degree is not meant to substitute for existing majors and/or minors.

The goals of the Interdisciplinary Studies program are to offer students:

- the opportunity for in-depth study of a meaningful combination of academic areas or disciplines that reflect the student's educational goals;
- the opportunity to discover and explore the connections between/among different disciplines and areas of study, and;
- the opportunity to articulate the strengths, connections, and applications discovered during the student's course of study for the degree.

Students in the Interdisciplinary Studies program typically have interests that involve studies from multiple disciplines. A variety of disciplines and courses can be combined to create a defined and intentionally-structured area of study.

Admission into the Interdisciplinary Studies program is by application only. (This is in addition to the application for admission to the University.) It is preferable that students interested in the BA/BS degree apply during the sophomore year. A student who enrolls in the Interdisciplinary Studies degree program after accumulating 75 semester hours of credit may be required by the Interdisciplinary Studies Advisory Committee to take more than 120 semester hours in order to complete an approved Interdisciplinary Studies program. The application procedure includes first meeting with the Interdisciplinary Studies Coordinator to discuss the student's particular interest in the program and the feasibility of the proposed course of study. After consultation with the appropriate departmental unit heads, the Coordinator then assists the student in contacting and meeting with two faculty members from different disciplines who agree to sponsor the student in his or her studies. The student completes a statement of educational goals and develops a curriculum contract with the two faculty sponsors and the Interdisciplinary Studies Coordinator using the contract format specified by the Advisory Committee. The proposal then goes to the Interdisciplinary Studies Advisory Committee which is responsible for approving or rejecting the proposed program and curriculum contract. The determination of whether the degree is a Bachelor of Arts or Bachelor of Science will be made by the Interdisciplinary Studies Advisory Committee. Applications to the Interdisciplinary Studies degree program must be made in the fall

semester no later than October 1; applications in the spring semester must be made no later than February 15.

Each Interdisciplinary Studies major must complete a capstone experience and have a completed portfolio on file with the Interdisciplinary Studies Director before the BA or BS degree is granted. This portfolio will consist of papers written and/or projects completed for selected courses in the student's major classes. Portfolios will be used for an ongoing process of program assessment. (Interdisciplinary Studies majors should see the Interdisciplinary Studies Director for details.)

### Interdisciplinary Studies Degree Requirements

#### 1. General Education Requirements .....50-53

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

At least 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 29-30.

1. Natural Sciences..... 7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
4. Languages ..... 6-8  
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)<sup>1</sup> ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

1. Critical Inquiry..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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. Oral Communication..... 3  
(COMM 201 or COMM 241)
4. Math/Statistics/Logic ..... 6  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be

used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 49.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

- C. Personal and Social Responsibility .....3**
1. American Political Institutions.....3  
(POLI 201, HIST 201, or HIST 202)
  2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 48.

**D. Integrative Learning**

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

- 2. Interdisciplinary Studies Program Requirements .....36**
- Based upon each student's educational goals, the student and his/her sponsoring faculty members will develop a curriculum contract consisting of a combination of courses from those currently offered at USCA. A minimum of 36 hours of coursework is required, and at least 24 hours must be 300 level or above. No more than two (2) independent studies courses may be taken in any single discipline. A C or better is required in all coursework applied to the program of study.
- 3. Interdisciplinary Studies Methodology Course and Capstone Experience<sup>2</sup> ..... 6**
- 4. Minor or Cognate Courses ..... 12-18**
- 5. Electives ..... 7-16**
- 6. Portfolio on file with Interdisciplinary Studies Director**
- Total hours required .....120**

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.  
<sup>2</sup> ABIS 201 for methodology; ABIS 500 for capstone. For descriptions of these courses, see below.

**Course Descriptions**

**Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies (IDST)**

- IDST 201      Interdisciplinary Methods. (3)** (Prereq: Consent of instructor) The gateway course for interdisciplinary studies majors, this course will follow a modular approach to finding the connections between apparently-unrelated areas of academic inquiry. The focus of this course is not on particular disciplines, but instead on helping students find ways to see how different academic disciplines interact with one another to prepare them to undertake an interdisciplinary major. The course must be taken in the first semester following admission to the degree program.
- IDST 500      Senior Thesis. (3)** (Prereq: Senior Standing) An individual research or creative project under faculty supervision that begins from and summarizes a student's full interdisciplinary course of study. Must have senior standing. The student will present an oral defense of the project to a faculty committee composed of the Interdisciplinary Studies director and the student's faculty sponsors to complete the course.

**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 the Student Life Office in the Student Activities Center.

**MILITARY SCIENCE/ROTC**

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

**USCA DISTANCE EDUCATION**

The Professional Master of Business Administration Program is designed to provide, in a schedule suited to the working professional, all the course work required to complete the PMBA degree. All classes are web-based. On-site communication facilities allow two-way voice contact between student and professor during class. Approximately three Saturday sessions in Columbia each semester provide students opportunity for direct interaction with their professors.

**CONTINUING EDUCATION**

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, seminar, and on-line formats.

The Academy for Lifelong Learning and SeniorNet programs are a major focus of the Office of Continuing Education. The Academy programs, geared to mature adults, provide opportunities 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.

For information concerning course offerings and activities, please contact the Office of Continuing Education in the Business and Education Building (room 113) at (803) 641-3563. E-mail us at lauraa@usca.edu.

**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 (LSAT), 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
Applied Clinical Psychology	169	Master of Science	71

## BACCALAUREATE PROGRAMS (9 BACCALAUREATE DEGREES IN 21 PROGRAMS OF STUDY)

Discipline	Major Numbers	Undergraduate Degree	Degree Numbers
Biology	106	BA or BS	40, 41
Biology (area of concentration) Environmental Remediation and Restoration(111)	106	BS	41
Business Administration (area of concentration) Accounting (205) Finance (210) Management (220) Marketing (a) standard concentration (225) Marketing (b) optional concentration - Golf Course Services (760)	991	BS in Business Administration	46
Chemistry	109	BS	41
Communications	640	BA	40
Early Childhood Education	311	BA in Education	48
Elementary Education	310	BA in Education	48
Middle Level Education	314	BA in Education	48
Mathematics/Science (501)			
Mathematics/Social Studies (502)			
Mathematics/English (503)			
Science/Social Studies (504)			
Science/English (505)			
English/Social Studies (506)			
Secondary Education	373	BA or BS in Education	48, 49
Biology (106)			
Chemistry (109)			
English (115)			
Mathematics (145)			
Comprehensive Science (759)			
Comprehensive Social Studies (758)			
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) Allied Health (885) Basic Sciences (757) Fitness Management (756)	334	BS	41
Fine Arts	127	BA	40
History	136	BA	40
Interdisciplinary Studies	910	BA in Interdisciplinary Studies BS in Interdisciplinary Studies	60 59
Math and Computer Science	140	BS	41
Industrial Mathematics	126	BS	41
Music Education	328	BA	40
Nursing (RN - 4 year)	050	BS in Nursing	52
(RN - completion program)	051	BS in Nursing	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

Discipline	Minor Numbers	School/Department Responsible	Page Number
Anthropology and Human Geography	877	Sociology	79
Art History	105	Visual and Performing Arts	79
Biology	106	Biology and Geology	95
Business	991	Business Administration	124
Chemistry	109	Chemistry and Physics	104
Communications	640	Communications	50
Computer Science	108	Mathematical Sciences	111
Creative Writing	890	English	54
Criminology and Criminal Justice	763	Sociology	74
Geology	124	Biology and Geology	95
History	136	History, Political Science, and Philosophy	66
International Relations	888	History, Political Science, and Philosophy	66
International Studies	139	History, Political Science, and Philosophy	66
Literature	887	English	54
Mathematics	145	Mathematical Sciences	111
Music	148	Visual and Performing Arts	79
Neuroscience	MA10	Psychology	117
Philosophy	163	History, Political Science, and Philosophy	66
Political Science	157	History, Political Science, and Philosophy	66
Professional Writing	891	English	54
Psychology	159	Psychology	117
Religious Studies	168	History, Political Science, and Philosophy	66
Sociology	175	Sociology	74
Spanish	184	Languages, Literatures and Cultures	61
Studio Art	104	Visual and Performing Arts	79
Theatre	110	Visual and Performing Arts	79
Women's and Gender Studies	882	English	54

# College of Humanities and Social Sciences

---

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 anthropology and human geography, art history, communications, criminology and criminal justice, English (literature, creative writing, and professional writing), history, international relations, international studies, music, philosophy, political science, religious studies, sociology, Spanish, studio art, theatre, and women's and gender studies.

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

**Independent Study Policy.** Independent study courses are designed primarily for juniors and seniors who desire advanced intensive work on a specific topic. Independent studies are not intended to substitute for courses listed in the *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.

---

## DEPARTMENT OF COMMUNICATIONS

---

William D. Harpine, Department Chair

### Professors

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

Charmaine E. Wilson (Speech Communication), Ph.D., University of Washington, 1986

### Assistant Professors

Spring-Serenity Duvall (Media), Ph.D., Indiana University, 2010

Bing Han (Speech Communication), Ph.D., The University of Maryland, 2008

### Senior Instructor

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

### Instructor

Elizabeth M. Webb (Speech Communication), M.A., University of Kentucky, 2005

### Adjunct Faculty

Teresa Kay Humphrey (Speech Communication), M.A., San Diego State University, 1980

Ed Rideout (Speech Communication), M.A., Point Park University, 1990

Jeffrey Bruce Wallace (Journalism), B.A., University of South Carolina, 1970

### 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

### Professor Emerita

Linda C. Owens (Journalism), M.A., University of South Carolina, 1982

## Department Mission Statement

We help each student understand how fundamental theories, principles, and practices apply in many communication contexts such as interpersonal, groups, organizations, cultures, and the mass media.

## Department of Communications Goals

The specific educational objectives of the Communications Department core curriculum, areas of emphasis, and elective courses are to provide students with systematic learning experiences to develop their abilities to communicate effectively, think critically, work effectively with others, and make ethical decisions. Upon completing the Communications degree program, students will demonstrate competence in the curriculum's primary categories of knowledge, skills, and abilities:

- Goal 1:* Students will demonstrate critical thinking, analytical and evaluative skills.
- Goal 2:* Students will demonstrate research abilities: gather and synthesize information, and share results with others.
- Goal 3:* Students will apply knowledge of communication principles and theories.
- Goal 4:* Students will demonstrate interpersonal communication competence.
- Goal 5:* Students will demonstrate competence in public presentation.
- Goal 6:* Students will demonstrate competence in written communication.
- Goal 7:* Students will demonstrate competence in visual communication.

**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).

**Technological Literacy in Communications**

The Department of Communications covers the use of presentation software and hardware in COMM 241 and COMM 353. Students receive advanced work in visual communication computing in COMM 376 and COMM 476.

**Bachelor of Arts—Major in Communications**

**1. General Education Requirements .....50-53**

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

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 29-30.

- 1. Natural Sciences.....7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
- 2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
- 3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
- 4. Languages .....6-8  
(Two (2) semesters of the same language required.)
- 5. Humanities (at least two areas)<sup>1</sup> ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym) Honors (HONS acronym)

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

- 1. Critical Inquiry..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
- 2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
- 3. Oral Communication..... 3  
(COMM 201)
- 4. Math/Statistics/Logic ..... 6  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
- 5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
- 6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

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

- 1. American Political Institutions..... 3  
(POLI 201, HIST 201, or HIST 202)
- 2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 43.

**D. Integrative Learning**

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

<b>2. Major Requirements<sup>2</sup></b>	
<b>Core Courses Requirement</b> .....	27
COMM 190 Introduction to Communications	
COMM 241 Public Speaking	
COMM 320 Research Methods in Communications	
COMM 352 Media and Culture	
COMM 376 Visual Communication I	
COMM 385 Group Communication	
COMM 450 Intercultural Communication	
COMM 332 Writing Across the Media I	
Capstone--Select one of the following:	
COMM 497 Directed Capstone Internship (3)	
COMM 499 Service Learning Capstone Experience(3)	
<b>Five (5) additional Communications courses COMM 300 and above</b> .....	15
<b>3. Cognate<sup>3</sup> or Minor<sup>3</sup></b> .....	12-18
<b>4. Free Electives</b> .....	7-16

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

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

<sup>2</sup> Must earn a C or better.

<sup>3</sup> Must earn a C or better in all cognate or minor courses.

### Minor in Communications

#### **General Education Requirements:**

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

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

COMM 190 Introduction to Communications.....	3
COMM 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 (COMM)

**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 two courses are considered applied speech communication courses: COMM 201 and 241. 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, COMM 351, Persuasive Communications, will meet the requirement but COMM 385, Group Communications, will not.

**COMM 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.

**COMM 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.

**COMM 241 Public Speaking. (3)** (Prereq: C or better in ENGL 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.

**COMM 300 Media and Society. (3)** (Prereq: ENGL 102 with a C or better) A survey of mass media forms and support industries and their effects on society. Examination of media development, technologies, economics, laws and ethics.

**COMM 303 Communications Law and Ethics. (3)** (C or better in COMM 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.

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

**COMM 320 Research Methods in Communications. (3)** (Prereq: C or better in COMM 190) This course will introduce students to quantitative (e.g., measurement, sampling, design, analysis) and qualitative research methods (e.g., interviewing, focus groups, ethnographic and participant observations). At the end of the course, students should be able to formulate significant research questions after reviewing existing relevant research, conduct systematic data collection, use appropriate tools to analyze data, and organize and write research results to share with others.

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

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

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

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

**COMM 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.

**COMM 351 Persuasive Communications. (3)** (Prereq: C or better in both COMM 190 and COMM 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.



- COMM 352 Media and Culture. (3)** Situated in historical contexts, this course examines the role of media in constructing national and global cultures. The course takes a cultural studies approach by examining media production, text, and audience to provide students with critical analysis skills and broad understandings of media research. (Students who earned credit for COMM 300 may not take COMM 352 for credit.)
- COMM 353 Advanced Public Speaking. (3)** (Prereq: C or better in both COMM 190 and COMM 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.
- COMM 376 Visual Communication I. (3)** (Prereq: C or better in COMM 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.
- COMM 385 Group Communication. (3)** (Prereq: C or better in COMM 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.
- COMM 399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.
- COMM 436 Public Relations Writing. (3)** (Prereq: C or better in COMM 332 or consent of instructor) Practice in special areas of writing for Public Relations, including news releases, corporate and individual profiles, presentations, proposals, and internet writing.
- COMM 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)
- COMM 455 Gender, Communication, and Culture. (3)** (Prereq: C or better in both COMM 190 and COMM 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.
- COMM 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.
- COMM 476 Visual Communication II. (3)** (Prereq: COMM 376 with C or better or consent of instructor) Advanced theory and methods for using graphics to communicate in a variety of media, including print and internet-based materials. Students gain experience in desktop publishing techniques to create visual communication materials from the concept stage to production.
- COMM 477 Fund Raising and Volunteer Leadership. (3)** This course explores the principles and practices of fund raising and volunteer management with an emphasis on promoting an understanding of the nature of philanthropy and its importance in our society. The course will seek to provide students with the knowledge and skills to assess and prepare an organization fund raising, identify prospective sources of funding, prepare a case, organize an annual fund raising effort, and have a working knowledge of ethical issues and future fund raising trends.
- COMM 480 Organizational Communication. (3)** (Prereq: junior standing and C or better in both COMM 190 and COMM 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.
- COMM 485 Leadership and Communication. (3)** (Prereq: Junior standing or consent of instructor) A study of the central role of communication in effective leadership in workplaces and communities. Students will examine theories, analyze attributes and abilities of effective leaders, critique leadership successes and failures, and explore such topics as values, ethics, and power, all with an eye toward enhancing leadership and communication skills.
- COMM 494 Topics in Communications. (1-3)** (Prereq: consent of instructor) Study of selected topics in communications. Course content will be announced in the schedule of classes. Course may be repeated with different topics.
- COMM 497 Directed Capstone Internship. (3)** (Prereq: consent of instructor, completion of COMM 190, 201, 241 with a C or better, successful completion of 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.)
- COMM 499 Service Learning Capstone Experience. (3)** (Prereq: consent of instructor, completion of COMM 190, 201, 241 with a C or better, successful completion of 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 direction of the faculty supervisor. Contract required. May be repeated for a maximum of 6 hours.

---

## DEPARTMENT OF ENGLISH

---

S. Thomas Mack, Department Chair

### Professors

S. Thomas Mack, (English), Ph.D., Lehigh University, 1976, *Carolina Trustee Professor, G.L. Toole Chair in English*

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

### Associate Professors

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

Andrew Geyer (English), Ph.D., Texas Tech University, 2003  
*Bridgestone Firestone Chair*

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

Douglas Higbee (English), Ph.D., University of California-Irvine, 2006

Matthew Miller (English), Ph.D., University of South Carolina, 2005  
*Writing Assessment Director*

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

### Assistant Professors

Eric Carlson (English), Ph.D., Purdue University, 2006

Julie M. Wise (English), Ph.D., Indiana University, 2008

### Senior Instructors

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

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

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

### Instructors

Roy Seeger (English), M.A., Ohio University, 2000; M.F.A., Western Michigan University, 2005

### Adjunct Faculty

David Bruzina (English), Ph.D., Ohio State University, 2005

Kathryn Hauer (English), M.A., College of William and Mary, 1985

Jim Saine (English), M.A., University of North Carolina - Chapel Hill, 1975

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

Amanda Warren (English), Ph.D., Western Michigan University, 2006

### Distinguished Professors Emeriti

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

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

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

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

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

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

### Professor Emeritus

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

## Department Mission Statement

The 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 Oswald Review.** The USCA Department of English sponsors *The Oswald Review*, an international journal of undergraduate research and criticism in the discipline of English. Published annually, *The Oswald Review*, is a refereed journal that accepts submission from undergraduates in the field of English in this country and abroad. For more information, visit the journal homepage.

**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 annually and offers students the opportunity to publish their creative writing and art, as well as provide experience in editing, layout, and magazine production.

**Sigma Tau Delta.** Since 1986, the English Department has sponsored a campus chapter (Epsilon Upsilon) of Sigma Tau Delta, the International English Honor Society. This international organization recognizes academic achievement and promotes interest in literature and the English language; membership is offered on an invitational basis to superior students majoring or minoring in English or pursuing a degree in English Education.

**Mona L. Martin Prize in Freshman Writing.** In honor of alumna Mona Martin (B.A., English, 1995) the prize is presented annually on a competitive basis to a first-year student who demonstrates excellence in expository writing. The award is presented in the form of a scholarship.

**Kaplan Writing Award.** The Kaplan Writing Award is given annually on a competitive basis to the student whose writing exemplifies the qualities valued and stressed by Professor Virginia Kaplan during her years of teaching English at USCA: depth of thought, clarity of expression and command of language. The award is presented in the form of a cash prize or scholarship.

**Phebe Davidson Creative Writing Prize.** In honor of distinguished South Carolina poet and USCA professor emerita Phebe Davidson, this prize is offered annually on a competitive basis to a full-time student at USCA whose work demonstrates superior achievement in creative writing. The prize is awarded in the form of a scholarship or cash award.

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

**Aiken County Language Arts Festival.** The Department of English hosts the annual Aiken County Language Arts Festival. Through open competition in a variety of performance categories related to literary study, this one-day event recognizes outstanding work by area public and private school students in grades six through twelve.

**Internships.** The Department of English administers a number of internship opportunities so that those students majoring in English can gain hands-on experience in professional writing. These include internship agreements with local businesses and government agencies and campus-based small presses and scholarly journals. Interested students should see the Department Chair for more information.

**The Writing Room.** The Writing Room, located in Humanities and Social Sciences Building 112, is open to all 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 the Academic Success Center and the First-Year Experience at extension 3321 or visit the On-line Writing Room at <http://www.usca.edu/writingroom/>.

The Writing Proficiency Portfolio required of all students is described in the section devoted to the General Education Requirements on page 43.

## 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.

## Technological Literacy in English

All English majors will demonstrate proficiency in the compilation, evaluation, and integration of electronic sources in researched writing, particularly in the following required courses: ENGL 284, 285, 288, 289, and the senior project. Furthermore, all English classes require some use of computer technology, from simple word-processing to internet navigation.

### Bachelor of Arts—Major in English

#### 1. General Education Requirements .....50-53

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

At least 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 29-30.

1. Natural Sciences.....7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
4. Languages .....6-8  
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)<sup>1</sup>..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

1. Critical Inquiry ..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. Oral Communication..... 3  
(COMM201, COMM 241)
4. Math/Statistics/Logic ..... 6  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions..... 3  
(POLI 201, HIST 201, or HIST 202)
2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 43.

#### D. Integrative Learning

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

#### 2. Introduction to Literary Criticism (ENGL 275) ..... 3

#### 3. Survey Requirements..... 12

ENGL 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	
(ENGL 405, 411, 412, 416, 417, 419, 423, 424)	
Area II:	
American Literature	
(ENGL 425, 426, 427, 428, 429, 430, 431, 449)	
Area III:	
Major Author Studies (ENGL 401 or 494)	
Area IV:	
English Grammar (ENGL 450)	
Area V:	
World Literature/Comparative Literature	
(ENGL 385, 389, 390, 391, 396, 435, 491)	
Area VI:	
Writing (ENGL 345, 460, 461, 462, 463, 464, 466, 467, 468)	
Area VII:	
Shakespeare (ENGL 407)	
Area VIII <sup>2</sup> :	
Senior Thesis or Seminar	
(ENGL 496 or ENGL 499)	
<b>5. Electives in English .....</b>	<b>9</b>
Any three English courses at the 300 level or above	
<b>6. Required Cognate or Minor .....</b>	<b>12-18</b>
Cognate .....	12
Minor.....	18
<b>7. Electives .....</b>	<b>1-10</b>

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

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.  
<sup>2</sup> The writing proficiency portfolio is a general education requirement that must be satisfied before any student attempts the senior thesis or senior seminar requirements.

## B.A. in English

### Major Program Goal and Objectives

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

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

Derived from this goal are the following five objectives:

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

### 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):

ENGL 360 Composition Studies.....	3
ENGL 362 Literature and Media Cultures.....	3
ENGL 468 Studies in Writing* .....	3

### Practical Applications (9 hours):

ENGL 345 Business Writing.....	3
ENGL 460 Advanced Composition .....	3
ENGL 461 Writing About the Arts .....	3
ENGL 462 Technical Writing .....	3
ENGL 463 Writing Workshop - Nonfiction .....	3
ENGL 464 Writing Workshop - Poetry.....	3
(may be repeated for a maximum of 6 hours)	
ENGL 466 Writing Workshop - Fiction .....	3
(may be repeated for a maximum of 6 hours)	
ENGL 467 Argumentation .....	3
ENGL 468 Studies in Writing* .....	3
ENGL 497 Directed Internship .....	3
(may be repeated for a maximum of 6 hours)	

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

\* ENGL 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:

ENGL 101 Composition  
 ENGL 102 Composition and Literature

#### Requirements:

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

ENGL 284 Survey of American Literature I	
ENGL 285 Survey of American Literature II	
ENGL 288 Survey of British Literature I	
ENGL 289 Survey of British Literature II	
ENGL 390 Great Books of the Western World I	
ENGL 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 Creative Writing

#### Required:

ENGL 264 Introduction to Creative Writing..... 3

**Choose five of the following..... 15**

ENGL 250 Rhetorical Grammar .....	3
ENGL 450 English Grammar .....	3
ENGL 453 Development of the English Language.....	3
ENGL 460 Advanced Composition .....	3
ENGL 461 Writing About the Arts .....	3
ENGL 463 Writing Workshop: Nonfiction.....	3

ENGL 464 Writing Workshop: Poetry.....	3
ENGL 466 Writing Workshop: Fiction.....	3
ENGL 468 Studies in Writing.....	3
ENGL 497 Directed Internship.....	3
COMM 376 Visual Communication I.....	3

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

1. Students must earn a grade of C or better.
2. 3 hours of independent study may be applied to the minor, but only in extraordinary cases and only with the prior approval of the English Department chair.
3. No more than six (6) hours from ENGL 468

**Minor in Professional Writing**

**Required:**

ENGL 345 Business Writing.....	3
--------------------------------	---

**Choose five of the following:.....15**

ENGL 250 Rhetorical Grammar.....	3
ENGL 360 Composition Studies.....	3
ENGL 362 Literature and Media Cultures.....	3
ENGL 450 English Grammar.....	3
ENGL 460 Advanced Composition.....	3
ENGL 461 Writing About the Arts.....	3
ENGL 462 Technical Writing.....	3
ENGL 463 Writing Workshop: Nonfiction.....	3
ENGL 467 Argumentation.....	3
ENGL 468 Studies in Writing.....	3
ENGL 497 Directed Internship.....	3
COMM 332 Writing Across the Media I.....	3
COMM 376 Visual Communication I.....	3

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

1. Students must earn a grade of C or better.
2. 3 hours of independent study may be applied to the minor, but only in extraordinary cases and only with the prior approval of the English Department chair.
3. No more than six (6) hours from ENGL 468

**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):**

POLI 321 Gender Politics and Political Theory.....	3
SOCY 301 Sociology of Gender Roles.....	3
HIST 464 History of Women in the United States.....	3

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

COMM 201 Interpersonal Communication.....	3
COMM 450 Intercultural Communication.....	3
COMM 455 Gender, Communication and Culture.....	3
COMM 480 Organizational Communication.....	3
ENGL 290 Introduction to Women's Literature.....	3
ENGL396 Global Women Writers.....	3
ENGL 394 Images of Women in Film and Fiction.....	3
ENGL 431 American Autobiography.....	3
POLI 353 Gender and the Law.....	3
POLI 373 Women and Public Policy.....	3
SOCY 305 Sociology of the Family.....	3
SOCY 528 Family Diversity.....	3
PSYC 415 Adult Development.....	3
PSYC 490 Human Sexuality.....	3

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

Appropriate special topics courses in the disciplines may be selected.

**Add-On Teacher Certification in English**

Students can earn certification in English through the “add-on” certification process. Interested students should consult with the Dean of the School of Education to have their transcripts evaluated and to learn more about specific requirements.

**Applied Writing Courses**

The following English courses are applied writing courses: 201, 250, 264, 345, 360, 460, 461, 462, 463, 464, 466, 467, and 468.

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

**Course Descriptions**

**English Language and Literature (ENGL)**

A student must complete English 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.

- ENGL 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)
- ENGL 101L    Intensive English Composition Lab. (1)** Intensive practice in targeted composition skills. Special attention devoted to mechanics and syntax. (Every semester)
- ENGL 102      Composition and Literature. (3)** (Prereq: a grade of C or better in ENGL 101) A course in the writing of expository and critical essays with an introduction to literature and including a research paper. Students must complete ENGL 102 with a grade of C or better in order to fulfill English general education requirements. (Every semester)
- ENGL 111      English as a Second or Other 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 or other language. (May be repeated for credit up to 6 hours; may be taken concurrently with ENGL 101 or 102). (Every semester)
- ENGL 201      Writing in the University. (3)** (Prereq: Grade of C or better in ENGL 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)

**ENGL 250 Rhetorical Grammar. (3)** (Prereq: Grade of C or better in ENGL101 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.

**ENGL 264 Introduction to Creative Writing. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A beginning course in the theory and practice of writing poetry, fiction, and drama. (Every fall)

**ENGL 275 Introduction to Literary Criticism. (3)** (Prereq: Grade of C or better in ENGL 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)

**ENGL 281 The Novel to 1920. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of significant novels in Western literature from the Renaissance to 1920.

**ENGL 282 Contemporary Fiction. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of the nature and significance of contemporary fiction.

**ENGL 283 Contemporary Poetry. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of the nature and significance of contemporary poetry.

**ENGL 284 Survey of American Literature I. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of American literature from its beginning to the Civil War. (Every fall)

**ENGL 285 Survey of American Literature II. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A survey of American literature from the Civil War to the present. (Every spring)

**ENGL 286 Survey of African-American Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A survey of African-American literary history from the oral traditions of slavery to contemporary forms. (Every fall)

**ENGL 288 Survey of British Literature I. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Extensive reading in the works of major writers from the Beowulf poet through the 17<sup>th</sup> century. (Every fall)

**ENGL 289 Survey of British Literature II. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Extensive reading in the works of major writers from the 18<sup>th</sup> century through the Modern Age. (Every spring)

**ENGL 290 Introduction to Women's Literature (3)** (Prereq: Grade of C or better in ENGL 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)

**ENGL 291 Introduction to Non-Western Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of selected literatures of non-Western cultural traditions. (Satisfies the non-Western world studies requirement; offered every semester)

**ENGL 293 Introduction to Film. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of film as an art form with particular attention given to genres and stylistic techniques. A history of the cinema and an analysis of the elements that make up a film will also be a focus.

**ENGL 295 Introduction to Dramatic Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of representative works of primarily Western dramatic literature from multiple time periods and nationalities. The course emphasizes the development and interconnectedness of important genres and dramatic movements.

**ENGL 301 Introduction to Human Language. (3)** (Prereq: Grade of C or better in ENGL 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. (Offered on demand)

**ENGL 345 Business Writing. [=BADM 345] (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Extensive practice in different types of business writing, from brief letters to formal articles and reports. This course is cross-listed with BADM-345, Business Writing.

**ENGL 360 Composition Studies. (3)** (Prereq: Grade of C or better in ENGL 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)

**ENGL 362 Literature and Media Cultures. (3)** (Prereq: Grade of C or better in ENGL 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)

**ENGL 385 Studies in Non-Western Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Intensive study in selected topics focusing on the non-Western world. (Satisfies the non-Western world studies requirement; offered on demand)

**ENGL 389 Classical Mythology. (3)** (Prereq: Grade of C or better in ENGL 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 ENGL 110 may not take this course for credit.) (Spring, even years)

**ENGL 390 Great Books of the Western World I. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A comparative study (in translation) of great books from antiquity to the beginning of the Renaissance. (Fall, odd years)

**ENGL 391 Great Books of the Western World II. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A comparative study (in translation) of great books from the Renaissance to the present. (Fall, even years)

**ENGL 392 Early Modern European Drama. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A survey of dramatic literature from sixteenth- and seventeenth-century England and Continental Europe.

**ENGL 393 Film and Society. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Film as cultural text, with special emphasis on the relation between the film and its cultural/critical context.

- ENGL 394** **Images of Women in Film & Fiction. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of the evolving images of women as they are presented in film and fiction.
- ENGL 395** **The Graphic Novel. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of graphic novels or book-length comics with emphases on genre, literary elements, and visual design and style. Graphic novels from the United States as well as European and Non-western countries will be examined.
- ENGL 396** **Global Women Writers. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of representative global women writers across multiple cultures and continents with particular attention given to commonalities and differences in their topics and themes. Both traditional and emerging writers will be studied. (Satisfies the non-Western world studies requirement; every Spring)
- ENGL 399** **Independent Study. (3-6)** (Prereq: Grade of C or better in ENGL 101 and 102) Directed independent study. A student chooses a project and finds a professor willing to work with him/her.
- ENGL 401** **Chaucer. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Chaucer's works, with special attention to *The Canterbury Tales*. (Spring, odd years)
- ENGL 405** **The English Renaissance. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Literature of the English Renaissance, in its cultural contexts, explored through representative works. (Fall, even years)
- ENGL 407** **Shakespeare. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of the plays of Shakespeare. (Every spring)
- ENGL 411** **The Eighteenth Century. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A survey of British literature from 1660 to 1800.
- ENGL 412** **Contemporary British Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of representative contemporary British writers since World War II with special emphasis on the cultural context of the works and their place in the tradition. (Spring, even years)
- ENGL 415** **Science Fiction. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 416** **The British Novel. (3)** (Prereq: Grade of C or better in ENGL 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.)
- ENGL 417** **Romanticism. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 419** **The Victorian Age. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A survey of Victorian prose and poetry. (Spring, odd years)
- ENGL 423** **Modern British Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A survey of 20<sup>th</sup> century British literature with representative readings from the poets, the dramatists and the novelists. (Fall, odd years)
- ENGL 424** **Studies in British Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Intensive study of selected topics. (Offered on demand)
- ENGL 425** **Early American Literature. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 426** **American Romanticism. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 427** **American Realism. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 428** **Modern American Writers. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 429** **Contemporary American Literature (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of American literature from 1980 to today. Particular emphasis is placed upon multicultural writers, different genres, and emerging movements in contemporary American literature. (Fall, odd years)
- ENGL 430** **Southern Literature. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 431** **American Autobiography. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A survey of American autobiography that considers work by writers of various backgrounds, cultures and historical periods. (Offered on demand)
- ENGL 435** **African and African-American Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A comparative study of representative African and African-American writers with special emphasis on the cultural, historical, and literary connections between the two traditions. (Satisfies the non-Western world studies requirement; Spring, even years)
- ENGL 449** **Studies in American Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Intensive study of selected topics. (Offered on demand)
- ENGL 450** **English Grammar. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Study of traditional, structural and generative systems of English. (Every fall)
- ENGL 453** **Development of the English Language (3)** (Prereq: Grade of C or better in ENGL 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)

- ENGL 459** **Studies in English Linguistics. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Intensive study of selected topics. (Offered on demand)
- ENGL 460** **Advanced Composition. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 461** **Writing About the Arts. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 462** **Technical Writing. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Preparation for and practice in reporting technical information logically and lucidly for a variety of audiences. (Every Spring)
- ENGL 463** **Writing Workshop - Nonfiction. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Practice and discussion of the basic techniques of writing creative nonfiction, such as memoir, personal essay, nature essay, travel memoir, etc. (Fall, odd years)
- ENGL 464** **Writing Workshop-Poetry. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 466** **Writing Workshop - Fiction. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 467** **Argumentation. (3)** (Prereq: Grade of C or better in ENGL 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)
- ENGL 468** **Studies in Writing. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Advanced theory and practice in selected genres. Choice of genres to be studied varies with instructor. (Offered on demand)
- ENGL 474** **Modern Western Drama. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Critical studies of English, European and American dramatists from Ibsen to the present. (Offered on demand)
- ENGL 480** **Studies in Literary Criticism. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Intensive study of specific topics in literary criticism both in theory and practice. Choice of topic varies with instructor.
- ENGL 485** **Adolescent Literature [=EDRD 485]. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) A study of materials intended for young adults (13-19) with emphasis on the process of evaluating these materials to meet the educational, cultural, and recreational needs of young adults. The characterization of adolescents in literature and the historical development of the writing of literary works for adolescents are examined. This course is cross-listed with EDRD 485 Adolescent Literature. (Spring, odd years)
- ENGL 491** **Studies in Comparative Literature. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Intensive studies in selected topics (Offered on demand).
- ENGL 494** **Studies in Major Authors. (3)** (Prereq: Grade of C or better in ENGL 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. (Every fall)
- ENGL 495** **Independent Reading and Research. (3)** (Prereq: Grade of C or better in ENGL 101 and 102 and consent of instructor)
- ENGL 496** **Senior Thesis. (3)** (Prereq: Grade of C or better in ENGL 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 the writing proficiency portfolio or ENGL 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).
- ENGL 497** **Directed Internship. (1-3)** (Prereq: Grade of C or better in ENGL 101 and 102, Junior standing, consent of department) Supervised professional experience in writing. (May be repeated for a maximum of 6 credit hours)
- ENGL 499** **Senior Seminar. (3)** (Prereq: Grade of C or better in ENGL 101 and 102, Senior standing, completion of at least 12 hours at the 300 level or above, consent of instructor, and successful completion of the writing proficiency portfolio or ENGL 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).



---

## DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES

---

Victor Manuel Durán, Department Chair

### Professor

Victor Manuel Durán, (Romance Languages/Spanish), Ph.D., University of Missouri Columbia, 1988

### Associate Professor

Karl L. Stenger (German), Ph.D., Ohio State University, 1984

### Assistant Professor

Timothy Ashton (Hispanic Studies), Ph.D., Ohio State University, 2009

### Instructors

Adrienne Banko (Spanish), M.A., University of South Carolina, 2011

Nicola Rutlin (French and German), PGCE, University of Strathclyde, Glasgow, UK, 2005

Craig Stango (Spanish), M.A., Illinois State University, 1980; M.B.A., University of Illinois-Chicago, 1984

### Distinguished Professor Emerita

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

### Professor Emeritus

Stanley F. Levine (French/Latin), Ph.D., Stanford University, 1984

## Department Mission Statement

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

The department offers a range of second-language courses, from linguistics to literature to culture and civilization in French, Spanish and German and in introductory courses in Latin and Italian. In addition, 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 or in any of the second language courses above 210 that are listed below and pass the course with a grade of C or better will have fulfilled USCA's second language requirement. Students who transfer courses equivalent to 210 or those listed below will have fulfilled USCA's second language requirement. Credit will be assigned only for the course the student passed or transferred with a C or better.

**FREN:** 300, 301, 302, 303, 305, 306, 307

**GERM:** 300, 301, 303, 305

**SPAN:** 303, 308, 316, 317, 318, 319, 320, 321, 340, 426, 488

## 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

SPAN 210 Intermediate Spanish or by placement

**Language Component**.....6  
SPAN 316 Conversation and Composition

SPAN 317 Advanced Spanish Conversation and Composition

<b>Culture Component</b> .....	<b>6</b>
SPAN 303 Latin American Culture and Civilization SPAN	
319 Spanish Peninsular Culture and Civilization	
<b>Literature Component</b> .....	<b>3</b>
EITHER SPAN 320 Survey of Latin American Literature,	
or	
SPAN 321 Survey of Latin American Literature II, or	
SPAN 340 Survey of Peninsular Literature	
<b>Spanish Elective</b> .....	<b>3</b>
Any Spanish course numbered 300 and above, excluding SPAN 380	
<b>Total hours required</b> .....	<b>18</b>

### 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 Dean of the School of Education concerning specific requirements for add-on certification in Spanish.

### Course Descriptions

#### Languages, Literatures, and Cultures

Introductory language courses are sequential (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 FREN 388, FREN 398, GERM 398, or SPAN 388) do not have a language prerequisite and cannot be used to satisfy the language requirement.

#### French (FREN)

**FREN 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.

**FREN 102**     **Continuing French. (4)** (Prereq: C or better in FREN 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.

**FREN 210**     **Intermediate French. (4)** (Prereq: C or better in FREN 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.

**FREN 300**     **Conversation and Composition. (3)** (Prereq: FREN 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.

**FREN 301**     **Advanced Conversation and Composition. (3)** (Prereq: FREN 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.

**FREN 302**     **French Culture and Civilization. (3)** (Prereq: FREN 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.

**FREN 303**     **Francophone Culture and Civilization. (3)** (Prereq: FREN 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.

**FREN 305**     **Survey of French Literature. (3)** (Prereq: FREN 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.

**FREN 306**     **Survey of Non-Western French Literature. (3)** (Prereq: FREN 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.

- FREN 307 Women in France and the Francophone World. (3)** (Prereq: FREN 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.
- FREN 388 Selected Non-Western Topics in Translation. (3)** (Prereq: ENGL 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.)
- FREN 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.
- FREN 398 Selected Topics in Translation. (1-4)** (Prereq: ENGL 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.
- FREN 399 Independent Study. (1-6)** (Prereq: permission of instructor)
- German (GERM)**
- GERM 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.
- GERM 102 Continuing German. (4)** (Prereq: C or better in GERM 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.
- GERM 210 Intermediate German. (4)** (Prereq: C or better in GERM 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.
- GERM 300 Conversation and Composition. (3)** (Prereq: GERM 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.
- GERM 301 Advanced German Conversation and Composition. (3)** (Prereq: GERM 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.
- GERM 303 German Culture and Civilization. (3)** (Prereq: GERM 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.
- GERM 305 Survey of German Literature. (3)** (Prereq: GERM 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.
- GERM 395 Selected Topics. (1-4)** (Prereq: GERM 210, or permission of instructor, or by placement exam) Intensive study of selected topics of German and the German-speaking world, with specific topics announced for each offering of the course.
- GERM 397 German Film. (3)** (Prereq: ENGL 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.
- GERM 398 Selected Topics in Translation. (1-4)** (Prereq: ENGL 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.
- GERM 399 Independent Study. (1-6)** (Prereq: permission of instructor)
- Italian (ITAL)**
- ITAL 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.
- ITAL 102 Continuing Italian. (4)** (Prereq: C or better in ITAL 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 (LATN)

- LATN 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.
- LATN 102** **Continuing Latin. (4)** (Prereq: C or better in LATN 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.
- LATN 210** **Intermediate Latin. (4)** (Prereq: C or better in LATN 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 (SPAN)

- SPAN 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.
- SPAN 102** **Continuing Spanish. (4)** (Prereq: C or better in SPAN 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.
- SPAN 210** **Intermediate Spanish. (4)** (Prereq: C or better in SPAN 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.
- SPAN 303** **Latin American Culture and Civilization. (3)** (Prereq: SPAN 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.

- SPAN 308** **Art, Literature and Film of U.S. Latinos. (3)** (Prereq: SPAN 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.
- SPAN 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.
- SPAN 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.
- SPAN 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.
- SPAN 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.

SPAN 316	<b>Conversation and Composition. (3)</b> (Prereq: SPAN 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.		American issues. Specific topics will be announced each semester. May be repeated with permission of instructor. Cannot be used to satisfy language requirement. (Satisfies the non-Western world studies requirement.)
SPAN 317	<b>Advanced Spanish Conversation and Composition. (3)</b> (Prereq: SPAN 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.	SPAN 397	<b>Hispanic Film. (3)</b> (Prereq: ENGL 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)
SPAN 318	<b>Spanish Linguistics. (3)</b> (Prereq: any SPAN 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.	SPAN 399	<b>Independent Study. (1-6)</b> (Prereq: permission of instructor)
SPAN 319	<b>Spanish Peninsular Culture and Civilization. (3)</b> (Prereq: SPAN 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.	SPAN 426	<b>Afro-Hispanic Literatures. (3)</b> (Prereq: ENGL 102) The course is an interdisciplinary approach to the confluence of African and Hispanic cultures in the Caribbean and continental regions. Readings and discussion of works in their cultural, historical, literary, and socio-economic context. (Satisfies the non-Western world studies requirement).
SPAN 320	<b>Survey of Latin American Literature. (3)</b> (Prereq: SPAN 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.	SPAN 488	<b>Selected Non-Western Topics. (1-4)</b> (Prereq: SPAN 316 or SPAN 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.)
SPAN 321	<b>Survey of Latin American Literature II. (3)</b> (Prereq: SPAN 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.	SPAN 498	<b>Selected Topics. (1-4)</b> (Prereq: SPAN 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.
SPAN 340	<b>Survey of Peninsular Literature. (3)</b> (Prereq: SPAN 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.		
SPAN 380	<b>Hispanic Cultures and Identities. (3)</b> (Prereq: ENGL 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.)		
SPAN 388	<b>Selected Non-Western Topics in Translation. (1-4)</b> (Prereq: ENGL 102) Taught in English. An intensive, critical study of selected topics in literature, culture, and civilization. Topics will address primarily Latin		

---

## DEPARTMENT OF HISTORY, POLITICAL SCIENCE, AND PHILOSOPHY

---

Steven P. Millies, Department Chair

### Professors

Carol S. Botsch (Political Science), Ph.D., University of South Carolina, 1988, *Strom Thurmond Endowed Chair in History or Social and Behavioral Sciences (2)*

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*

### Associate Professor

Roger A. Deal (History), Ph.D., University of Utah, 2006

David Dillard-Wright (Philosophy), Ph.D., Drew University, 2007

Steven P. Millies (Political Science), Ph.D., Catholic University of America, 2003

### Assistant Professors

Meagan-Dwyer-Ryan (History), Ph.D., Boston College, 2010

Elizabeth A. Georgian (History), Ph.D. University of Delaware, 2011

Heather Peterson (History), Ph. D., University of Texas at Austin, 2009

Samuel Pierce (History), Ph.D., University of Florida, 2007

Thomas J. Wood (Political Science), Ph.D., Tufts University, 2005

### Instructor

Alexia J. Helsley (History), M.A., University of South Carolina, 1974

### Adjunct Faculty

Robert P. Anzuoni (History), M.A., University of Massachusetts, 1993

Thomas B. Burrus (Philosophy), M.A., University of Houston, 2009

William E. Kiesling (History), M.Ed., University of South Carolina, 1979

Erin McCullough (Political Science), M.A., Loyola University-Chicago, 2011

Alexandra Reckendorf (Political Science), Ph.D. (Cand.), University of South Carolina

### Distinguished Professors Emeriti

William S. Brockington, Jr. (History), Ph.D., University of South Carolina, 1975

James O. Farmer (History), Ph.D., University of South Carolina, 1982

Elaine Lacy (History), Ph.D., Arizona State, 1991

Valdis O. Lumans (History), Ph.D., University of North Carolina at Chapel Hill, 1979, *Carolina Trustee Professor*

Girma Negash (Political Science), Ph.D., University of Colorado, 1982

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

### Professors Emeriti

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

### Department Mission Statement - History Program

The History Program, an exclusively undergraduate program leading to the BA degree, supports the 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 (pages 28-29 "Academic Regulations") and either a minor (18 hours) in a discipline other than the major discipline, or a cognate (12 hours), consisting of advanced courses in at least two different disciplines related to the student's major interest. Political Science and History majors who either have a completed degree in another field, or are working on another degree concurrently, or have declared a double major, are not required to have a minor or cognate as a requirement for graduation. All course work counting towards the major, minor or cognate must be completed with at least a C grade. Courses in which a grade less than C is made may be repeated. Electives, courses not counting towards the general education requirements, major requirements, or either the minor or cognate, should be chosen to provide the student with the broadest possible education. Developmental courses will not count toward the 120 hour requirement for a bachelor's degree in this department. The maximum number of credit hours for activities courses accepted for credit towards a Political Science or a History degree is four. The department chair will determine the applicability of all transfer courses towards degrees granted in the department. Transfer students working towards a degree in History or Political Science must take a minimum of 12 hours of major requirement courses at 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.

### Technological Literacy in History and Political Science

History and Political Science majors receive fundamental information technology instruction and develop basic computer skills needed for their respective fields in their required methodology courses, HIST 300 and POLI 301. All other Department courses, surveys as well as upper level courses, require some exposure to computer technology, from simple word-processing, to internet and Web-usage, to more complex data manipulation. The particular mode of technology is left to the discretion of the instructor and the nature of the course.

### Bachelor of Arts—Major in History

To fulfill the Bachelor of Arts degree requirements in History a student must successfully complete at least 120 credit hours in academic subjects. All candidates for the degree of Bachelor of Arts with a major in History must satisfy a set of general education requirements, listed below, which are designed to prevent any student from adopting too narrow an academic focus. In addition to these requirements the student must choose to pursue either a minor or a cognate. As a major requirement the student must take 33 hours of history courses numbered 300 or above.

HIST 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 Capstone, HIST 499, with the grade of A.

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.

**1. General Education Requirements .....56-59**

**A. Knowledge of Human Cultures and the Physical and Natural World .....37-40**

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 29-30.

- 1. Natural Sciences..... 7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
- 2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
- 3. Social and Behavioral Sciences (two areas) ..... 9  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
- 4. Languages ..... 6-8  
(Two (2) semesters of the same language required.)
- 5. Humanities (at least two areas)<sup>1</sup> ..... 12  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

- 1. Critical Inquiry ..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
- 2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
- 3. Oral Communication ..... 3  
(COMM 201, COMM 241)
- 4. Math/Statistics/Logic ..... 6  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
- 5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
- 6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

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

- 1. American Political Institutions..... 3  
(POLI 201, HIST 201, or HIST 202)
- 2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 48.

**D. Integrative Learning**

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

**2. Major Requirements..... 33**

- HIST 300 The Historian's Craft..... 3
- HIST courses 300-level and above ..... 27
- The 27 hours must be distributed as follows<sup>2</sup>:
  - United States History (300-level)..... 3
  - United States History (400-level)..... 3
  - European (300-level) ..... 3
  - European (400-level)..... 3
  - Non-Western (300-level)..... 3
  - Non-Western (400-level)..... 3
  - Electives (300- and/or 400-level)..... 9
  - HIST 499 Senior Capstone ..... 3

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

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

**4. Free Electives..... 10-19**

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

- <sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.
- <sup>2</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

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

**Department Mission Statement - Political Science Program**

The Political Science Program, an exclusively undergraduate program leading to the BA degree, supports the 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, POLI 500, with the grade of B or higher. See the description of POLI 500 for prerequisites and conditions. POLI 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:

**1. General Education Requirements .....56-59**

**A. Knowledge of Human Cultures and the Physical and Natural World .....37-40**

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 29-30.

- 1. Natural Sciences.....7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
- 2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
- 3. Social and Behavioral Sciences (two areas) ..... 9  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
- 4. Languages .....6-8  
(Two (2) semesters of the same language required.)
- 5. Humanities (at least two areas)<sup>1</sup>..... 12  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

- 1. Critical Inquiry..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
- 2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
- 3. Oral Communication..... 3  
(COMM 201, COMM 241)
- 4. Math/Statistics/Logic ..... 6  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
- 5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
- 6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student’s major.  
For more information, see Writing Intensive Course Definition on page 30.

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

- 1. American Political Institutions..... 3  
(POLI 201, HIST 201, or HIST 202)
- 2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 48.

**D. Integrative Learning**

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

**2. Major Requirements..... 37**

**Common Core:**

- POLI 121, and 122 or 123, and 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 POLI 500 - Senior Honors Thesis<sup>2</sup>.

**Option #2: Campaign Management and Elections:**

- Four of the following Political Science courses ..... 12
- POLI 321, 322, 340, 345, 352, 368, approved 399, 431, 458, 461, 463, approved 493 or 494 courses, and for those who qualify, an approved POLI 500 - Senior Honors Thesis<sup>2</sup>.

**Option #3: International Service:**

- Four of the following Political Science courses: ..... 12
- POLI 315, 316, 320, 330, 340, 345, 481, 483, 487, or approved 492, 493 or 494 courses, and for those who qualify, an approved POLI 500 - Senior Honors Thesis<sup>2</sup>.

**Option #4: Public Service:**

- Four of the following Political Science courses..... 12
- POLI 322, 353, 370, 373, 374, 458, 471, 472, 399 (approved Internship), or approved 493 or 494 courses, and for those who qualify, an approved POLI 500 - Senior Honors Thesis<sup>2</sup>.

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

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

**4. Free Electives..... 6-15**

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

- <sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.
- <sup>2</sup> Requires a 3.5 GPA in major courses and permission of instructor.

POLI 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:**

POLI 121, 122, or 123.....	3
POLI 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
ARTH 105, 106, 312 or 397	
A non-US literature course above the 200 level	
HSSI 201 Peace Studies	
COMM 450 Intercultural Communication	
Language 200 level or greater	

##### Anthropology/Geography/Sociology

(two of the following are required):.....	6
ANTH 102 Understanding Other Cultures or	
upper level cultural anthropology course	
GEOG 101 Geography of the Developed World,	
or AGRY 102 Geography of the Developing World,	
or other non-US geography course	
SOCY 410 Social Demography	

International History:.....3

Any non-US History above the 300 level

International Relations (two of the following are required):.....6

POLI 122 Global Politics or APLS 123 Non-Western Politics	
POLI 315 International Relations	
POLI 316 Comparative Politics	
POLI 344 International Political Corruption	
POLI 440 Russian and Post-Soviet Foreign Policy	
POLI 481 European Integration	
POLI 483 Middle Eastern Politics	
POLI 487 Government and Politics of Africa	

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

#### Minor in International Relations

#### **Requirements:**

POLI 122 Global Politics or POLI 123 Non-Western Politics.....	3
Five of the following courses are required:.....	15
POLI 315 International Relations	
POLI 330 International Organization	
POLI 340 Conduct and Formulation of US Foreign Policy	
POLI 316 Comparative Politics	
POLI 487 Government and Politics of Africa	
POLI 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:**

PHIL 102 Introduction to Philosophy.....	3
PHIL 110 Introduction to Formal Logic.....	3
<u>One of the following:</u> .....	3
PHIL 302 Ancient Philosophy	
PHIL 303 17 <sup>th</sup> and 18 <sup>th</sup> Century Philosophy and Science	
PHIL 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:

POLI 320 Introduction to Political Theory	
POLI 321 Sexual Politics and Political Theory	
POLI 322 American Political Theory	
POLI 300 History and Systems of Psychology	
POLI 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. PHIL 102 Introduction to Philosophy.....	3
II. RELG 101, 103.....	6
III. One of the following courses:.....	3
ANTH 352 Anthropology of Magic and Religion	
HIST 341 Religion in America: A Historical Survey	
RELG 301 Introduction to the Hebrew Bible	
RELG 302 Introduction to Early Christian Writings	
IV. Two additional courses selected from:.....	6
ENGL 389 Classical Mythology	
ENGL 425 Early America Literature	
HSSI 201 Peace Studies	
PHIL 211 Contemporary Moral Issues	
PHIL 302 Ancient Philosophy	
PHIL 311 Ethics	
RELG 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 (HIST)

- HIST 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.
- HIST102 Introduction to World Civilizations Since 1750. (3)** A survey of the social, economic, cultural and political development of the major world civilizations of Europe, Asia, Africa, and the Western Hemisphere from ca. 1750 to present. (HIST 101 is not a prerequisite for HIST 102).
- HIST 201 History of the United States to 1865. (3)** A general survey of the history of America from the sixteenth century through the Civil War, emphasizing major political, economic, social, cultural, and intellectual developments.
- HIST 202 History of the United States from 1865 to the Present. (3)** A general survey of the history of America from the Civil War to the present, emphasizing major political, economic, social, cultural, and intellectual developments. (HIST 201 is not a prerequisite for HIST 202.)
- HIST 300 The Historian's Craft. (3)** (Prereq: Sophomore standing [30 hours] or permission of instructor) An introduction to history as a discipline, emphasizing the development of critical reading, thinking, and writing skills through historiography and primary source analysis.
- HIST 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.
- HIST 320 Early Modern Europe, 1300-1789. (3)** A survey of the dynastic, territorial states of Europe from the Renaissance to the French Revolution.
- HIST 321 Modern Europe. (3)** A survey of the development of the modern nation state from the French Revolution to the present.
- HIST 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.
- HIST 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.
- HIST 332 Antebellum America. (3)** The political, economic, social, and cultural development of the United States in the antebellum era, focusing on the rise of an industrial society, the evolution of participative democracy, the rise of "the West," the role of immigration in building America, and the role of reform movements in shaping the United States.
- HIST 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.
- HIST 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.
- HIST 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.
- HIST 340 Survey of African American History. (3)** A topical study of African-American history from colonial times to the present.
- HIST 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.
- HIST 345 Early Islamic Civilization. (3)** A survey of the Islamic world from its 7th Century beginnings to the Mongol conquests of the early 15th Century. Covers origins and spread of Islam, the political and cultural evolution of the Umayyad and Abbasid states, and developments in Islam beyond the Middle East.
- HIST 346 The Ottoman Empire. (3)** A survey of the Ottoman Empire from 1299-1922. Examines the origins of the Ottoman Empire and its expansion at the expense of the Byzantine empire, the growth of the Ottoman state to its position as the preeminent Islamic Empire, its efforts to maintain its power in its struggle with European imperialism, and its collapse as a result of World War I.
- HIST 347 The Modern Middle East. (3)** The history of the Middle East from World War I to the present. Topics include European colonialism and post-colonialism, Zionism, nationalism, modernization and Westernization, and modern Islamist political movements.
- HIST 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.
- HIST 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.
- HIST 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.
- HIST 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.
- HIST 370 Introduction to Public History. (3)** A survey of the practice of history in non-academic settings -- archives,

museums, historic preservation and state and national parks. Also, public historians' methods for interpreting and defining the past using governmental archives, manuscripts, archaeology and clues from the built environment.

- HIST 371 History of Genocide and Ethnic Cleansing. (3)** An examination of mass violence in the twentieth century. The course will look closely at the motives of perpetrators as well as efforts to prevent future violence, beginning with the Ottoman attacks on Armenians during World War I and moving forward to the genocidal violence in Rwanda in the 1990s.
- HIST 372 History of Illness and Medicine in America. (3)** A survey of illness and medicine, disease and health, and faith and healing, broadly defined, in American history, beginning with colonization and ending in the twenty-first century.
- HIST 374 History of Science. (3)** Addresses major revolutions in Western scientific thought from the Copernican Revolution to the present through historical contexts and cultural meanings. Examines interrelationship between science and society (religion, economics, politics, art).
- HIST 375 History through Film. (3)** An exploration of the connection between film and historical events, eras, people, and ideas. Topics will vary.
- HIST 376 History through Biography. (3)** An exploration of a historical event, era, person, or theme through the critical analysis of sources like diaries, memoirs, autobiographies, and biographies. Topics will vary.
- HIST 377 Popular Culture and History. (3)** An exploration of the relationship between popular culture and history in a particular time, place, or society or through a particular theme. Topics will vary.
- HIST 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.
- HIST 399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.
- HIST 400 Directed Internship. (3)** (Prereq: Junior and Senior Standing) Supervised professional, applied experience in field of history. May be repeated for a maximum of 6 credit hours. A signed contract is required.
- HIST 420 Nationalism in Europe. (3)** (Prereq: HIST 101 or HIST 102) An investigation of the origins and spread of nationalism, as both an idea and a political movement, since the French Revolution.
- HIST 421 Vikings. (3)** (Prereq: HIST 101 or HIST 102) Survey of the "Viking Age," roughly c. 780 - 1070, that examines the roles of geography, economics and seafaring skills in the launch and success of the Viking movement; the differing impacts of this diaspora on Eastern and Western Europe, the British Isles, the North Atlantic and the Mediterranean, and the legacy of these daring seafarers.
- HIST 422 Europe in Crisis. (3)** (Prereq: HIST 101 or HIST 102) A study of Europe's history from 1914-1945, including two world wars, the rise of fascism and communism, and economic turmoil.
- HIST 423 History of Mexico. (3)** (Prereq: HIST 101 or HIST 102) A survey of political, social and economic aspects of Mexican history from pre-Columbian times to the present, with an emphasis on modern Mexico. Satisfies non-Western world studies requirements.

- HIST 430 U.S. Constitutional History. (3)** (Prereq: HIST 201 or HIST 202) The evolution of constitutional law and interpretations in the context of broader social, religious, cultural, and political changes from the Articles of Confederation to the present.
- HIST 436 Issues in African American History. (3)** (Prereq: HIST 201 or HIST 202) A detailed examination of several issues in the history of African Americans. This course is intended to follow the more general survey of African American history with in-depth readings of key primary and secondary sources. Completion of HIST 435 is recommended as a background but is not required.
- HIST 447 The Arab-Israeli Conflict. (3)** (Prereq: HIST 101 or HIST 102) Examines the historical origins and development of the current conflict between Israel and the Arab countries, particularly Palestine, from the beginning of political Zionism in the late 19th Century to the present.
- HIST 448 Islamic Political Movements. (3)** (Prereq: HIST 101 or HIST 102) Examines the use of Islamic ideals and rhetoric in political movements from the 19th century to the present, how Islam has been and is used in support of democracy and in efforts to overthrow democratic forms of government. Also, Islamic socialism, fundamentalism in Islamic politics, and reformist, modernizing Islamist politics.
- HIST 451 Issues in South Carolina History. (3)** (Prereq: HIST 201 or HIST 202) A detailed examination of some of the forces, personalities and events that have shaped South Carolina from its founding in 1670 to the present. Completion of HIST 351 is recommended as background.
- HIST 464 American Women's History. (3)** (Prereq: HIST 201 or HIST 202) Topical and chronological study of women's lives and roles as social, cultural, religious, and political actors from the colonial period to the present.
- HIST 474 Issues in Environmental History. (3)** (Prereq: HIST 101 or HIST 102) Topical, geographical, and chronological study of environmental history. Examines human interaction with the natural world, questions of sustainability, aesthetics, urbanization, industrialization, conservation and environmentalism.
- HIST 492 Non-Western Topics. (3)** Topics selected will satisfy the non-Western world studies general education requirements.
- HIST 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.
- HIST 499 Senior Capstone. (3)** (Prereq: Senior standing; department chair permission) An individual writing project under faculty supervision.
- HIST 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 (POLI)

- POLI 121 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. This course is open to all students, but political science majors are encouraged to take this course as soon as possible after they enter the program.

POLI 122	<b>Global Politics. (3)</b> 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.		
POLI 123	<b>Non-Western Politics. (3)</b> An introductory comparative politics course focusing on economically developing countries. This course explores political, constitutional and other evolving governance issues in selected Non-Western case studies including Japan, India, Brazil, Mexico, Russia, China, Turkey, Iran, South Africa and Nigeria. Satisfies non-Western world studies requirements.	POLI 345	<b>The Vietnam War: American Policy. (3)</b> 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.
POLI 201	<b>American National Government. (3)</b> The formation and development of the national government, its organization and powers.	POLI 352	<b>Judicial Politics. (3)</b> A study of the legal process and judicial structure, judicial decision-making, political influences on the legal system and the role of the courts in our political system. Contemporary issues used to explore the court's role as policy-maker and to observe evolution in the law.
POLI 301	<b>Scope and Methods of Political Science. (4)</b> (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. <u>Includes a laboratory.</u>	POLI 353	<b>Gender and the Law. (3)</b> A study of case law which affects gender roles and status in the areas of civil rights, family, employment and sexuality. The emphasis of the course is on the impact of law on political, social, and private relations, and on the potential of the law to stimulate change in these and other areas.
POLI 315	<b>International Relations. (3)</b> Required of all international studies majors. A study of the major political-diplomatic practices and ideas relevant to international relations and foreign policy choices.	POLI 368	<b>Public Opinion, Interest Groups and Parties. (3)</b> An analysis of American public opinion including how opinion is formed and influences public policies through interest groups, parties and elections.
POLI 316	<b>Comparative Politics. (3)</b> Comparative approaches to political systems, behavior, and institutions.	POLI 370	<b>Introduction to Public Administration. (3)</b> A study of the basic principles and theory of administrative structure, responsibility and control in relation to policy-making in the modern state.
POLI 320	<b>Introduction to Political Theory. (3)</b> 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.	POLI 373	<b>Women and Public Policy. (3)</b> Examination of how public policy affects women. A number of policy areas will be covered, including both a historical perspective and current issues. Focus is on the United States.
POLI 321	<b>Gender Politics and Political Theory. (3)</b> 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.	POLI 374	<b>Introduction to Public Policy. (3)</b> Examination of social, political and technical forces in policy-making. Various theories of public policy as well as selected policy areas are covered. Current policy issues will also be included and integrated into the larger theories of decision-making.
POLI 322	<b>American Political Theory. (3)</b> 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.	POLI 399A	<b>Independent Study. (Political Science) (1-6)</b> (Prereq: permission of instructor) Directed independent project.
POLI 330	<b>International Organization. (3)</b> 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.	POLI 399B	<b>Independent Study. (International Studies) (1-6)</b> (Prereq: permission of instructor) Directed independent project.
POLI 340	<b>The Conduct and Formulation of United States Foreign Policy. (3)</b> An analysis of how contemporary United States foreign policy is made and conducted.	POLI 431	<b>Constitutional Law. (3)</b> A study of the development of Constitutional law from the Reconstruction to the present with special emphasis on the role of the Supreme Court regarding individual rights and liberties.
POLI 344	<b>International Political Corruption. (3)</b> This course will deal with political corruption as it pertains to democratization, political change, electoral processes, voting, and the formation of government policy and behavior. Case studies, ranging from the US to Chad, will contrast the experience of established democracies	POLI 440	<b>Russian and Post-Soviet Foreign Policy. (3)</b> This course examines the growth of multiple foreign policy trajectories in Russia and the other fourteen former Soviet Republics since 1991. Comparisons will also be made to regional state systems and foreign policy cultures in post-colonial Africa, the Middle East and Southeast Europe. Issues of security, geopolitical orientation, identity and foreign policy will be highlighted, as will non-traditional security threats.
		POLI 458	<b>South Carolina and State and Local Politics. (3)</b> Using South Carolina as a point of departure, a comparative analysis of the powers, organization, problems, processes, and programs of state and local politics.

<b>POLI 461</b>	<b>Congressional Politics. (3)</b> A study of the structure, organization, powers, functions, problems, and politics of the American Congress.	<b>PHIL 303</b>	<b>Seventeenth and Eighteenth Century Philosophy and Science. (3)</b> (Prereq: PHIL 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.
<b>POLI 463</b>	<b>Presidential Politics. (3)</b> A study of the organization, powers, roles, problems, and politics of the American Presidency.	<b>PHIL 304</b>	<b>Nineteenth and Twentieth Century Philosophy. (3)</b> (Prereq: PHIL 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.
<b>POLI 471</b>	<b>Public Financial Administration. (3)</b> Principles and practices of financial administration, including organization, budgeting, assessment, treasury management and debt.	<b>PHIL 311</b>	<b>Ethics. (3)</b> (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.
<b>POLI 472</b>	<b>Public Personnel Management. (3)</b> Fundamental principles of personnel organization and administration, including an analysis of personnel techniques.	<b>PHIL 312</b>	<b>Philosophy and Science. (3)</b> (Prereq: PHIL 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.
<b>POLI 481</b>	<b>European Integration. (3)</b> This course provides a historical overview of the formation of the European union and examines how the EU works in its current form. It analyzes issues such as sovereignty, the introduction of the common currency, the creation of a European identity, immigration policy, and the role of both large and small states. It also addresses relations with the "other Europe" (the former Soviet Union and Turkey) as well as the EU's role as a global power.	<b>PHIL 350</b>	<b>Philosophy of the Animal. (3)</b> A study of animality in relation to human nature and human culture. Includes an exploration of human representations of animals in religion, art, and literature. Animal ethics will also be discussed.
<b>POLI 483</b>	<b>Middle Eastern Politics. (3)</b> This course covers the politics and international relations of the modern Middle East since 1918. It addresses the politics of the region's Arab states as well as of Turkey, Iran, Israel and the borderlands of the Middle East, North Africa and Central Asia. It examines topics such as the decline of empires, the colonial legacy, the growth of Arab and other nationalisms, popular and political movements, and the Arab-Israeli conflict.	<b>PHIL 390</b>	<b>Topics in Philosophy. (3)</b> (Prereq: PHIL 102 or permission of instructor) Reading and study of selected topics in philosophy.
<b>POLI 487</b>	<b>Politics and Governments of Africa. (3)</b> Political developments, processes and institutions of selected African states. Satisfies non-Western world studies requirements.	<b>PHIL 399</b>	<b>Independent Study. (1-6)</b> (Prereq: consent of instructor) Supervised individual studies in philosophy.
<b>POLI 492</b>	<b>Non-Western Topics. (3)</b> Topics selected will satisfy the non-Western world studies general education requirement.		
<b>POLI 493, 494</b>	<b>Special Topics. (3 each)</b>		
<b>POLI 500</b>	<b>Senior Honors Thesis. (3)</b> An individual research and writing project under faculty supervision. Must have senior standing; 3.0 overall GPA; 3.5 GPA in political science courses; permission of instructor.		

### **Philosophy (PHIL)**

<b>PHIL 102</b>	<b>Introduction to Philosophy. (3)</b> An introduction to the main problems of philosophy and its methods of inquiry, analysis and criticism. Works of important philosophers will be read.
<b>PHIL 110</b>	<b>Introduction to Formal Logic. (3)</b> The nature of arguments, fallacies, criteria and techniques of valid inductive and deductive inference; applications.
<b>PHIL 211</b>	<b>Contemporary Moral Issues. (3)</b> (Prereq: PHIL 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.
<b>PHIL 302</b>	<b>Ancient Philosophy. (3)</b> (Prereq: PHIL 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.

### **Religion (RELG)**

<b>RELG 101</b>	<b>Biblical History and Literature. (3)</b> 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.
<b>RELG 103</b>	<b>Comparative Religion. (3)</b> 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.
<b>RELG 301</b>	<b>Introduction to the Hebrew Bible. (3)</b> A critical study of the literature of the Hebrew Bible (Old Testament in English translation), emphasizing its historical development and meaning in the life of ancient Israel.

- RELG 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.
- RELG 390** **Topics in Religious Studies. (3)** Reading and study of selected topics in religious studies.
- RELG 399** **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

## DEPARTMENT OF SOCIOLOGY

Douglas Kuck, Department Chair

### Associate Professors

Douglas Kuck (Sociology), Ph.D., Bowling Green State University, 1993  
 Linda Qingling Wang (Geography), Ph.D., University of Wisconsin-Madison, 1997  
 Christine Wernet (Sociology), Ph.D., University of Akron, 2000

### Assistant Professors

DeAnna L. Gore (Sociology), Ph.D., Florida State University, 2010  
 Melencia Johnson (Sociology), Ph.D., Southern Illinois University, Carbondale, 2010  
 Philip B. Mason (Sociology), Ph.D., Mississippi State University, 2012  
 Timothy McClure (Sociology), Ph.D. Mississippi State University, 2013  
 Michelle A. Petrie (Sociology), Ph.D., University of Georgia - Athens, 2004  
 Troy M. Wilson (Anthropology), Ph.D., Washington State University, 2011

### Distinguished Professors Emeriti

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

### 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. 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 and Criminal Justice option) and a program concentrated around courses relevant to human services organizations and processes (Human Services Option). In addition, the student will select a minor area of study or a group of courses for a cognate.

Sociology majors may apply no more than 15 hours of independent study type credit toward the degree. No more than 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 half the credit hours for the sociology degree and half the credit hours for a minor (if applicable) must be taken at USC Aiken.

Sociology majors are limited to using no more than 6 hours of sociology course credit as elective credit toward the B.A.

## Technological Literacy in Sociology

Sociology majors will achieve and demonstrate discipline-appropriate computer literacy through the following required coursework: SOCY 248-Sociological Inquiry and Measurement, SOCY 410-Social Demography, and SOCY 498-Sociological Research Design and Analysis.

## Sociology

### Bachelor of Arts—Major in Sociology

#### 1. General Education Requirements .....53-56

##### A. Knowledge of Human Cultures and the Physical and Natural World .....34-37

At least 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 29-30.

1. Natural Sciences..... 7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) ..... 9  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
4. Languages ..... 6-8  
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)<sup>1</sup> ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

1. Critical Inquiry ..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. Oral Communication..... 3  
(COMM 201, COMM 241)
4. Math/Statistics/Logic<sup>2</sup>..... 6  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions..... 3  
(POLI 201, HIST 201, or HIST 202)
2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 43.

#### D. Integrative Learning

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

#### 2. Major Requirements.....33-36

Option #1: General requirements:..... 33  
SOCY 101, 248, 410<sup>3</sup>, 420, 498..... 18  
Five additional sociology courses, 300-level or higher  
including at least one 500-level sociology course..... 15

or  
Option #2: Criminology & Criminal Just. requirements: ..... 36  
SOCY 101, 248, 410<sup>3</sup>, 420, 498..... 18  
CRJU 171..... 3  
Four\* of the following Sociology courses,  
including at least one 500 level:..... 12  
SOCY 308, 350, 351, 353, 354, 355, 358, 359,  
400 (Internship in a criminal justice agency), 404, 405,  
496, 507, 523, 525, 540  
\*Must include at least one from SOCY 350 & 353  
One additional Sociology course numbered 300 or higher..... 3

or  
Option #3: Human Services requirements: ..... 36  
SOCY 101, 248, 410<sup>3</sup>, 420, 498..... 18  
HMSV 201 Introduction to Human Services..... 3  
Four of the following Sociology courses,  
at least one 500-level:..... 12  
SOCY 301, 305, 306, 308, 351, 355, 360,  
370, 400, 404, 405, 496, 507, 523, 528  
One additional Sociology course numbered 300 or higher..... 3

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

#### 4. Free Electives..... 10-22

(no more than 6 hours of sociology course may be applied)

#### Total hours required .....120

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

<sup>2</sup> PSYC 325 or STAT 201 and 1 additional course in Math or Logic are required.

<sup>3</sup> SOCY 410 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 co-capstone courses (SOCY 410 - Social Demography and SOCY 498 - Advanced 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 SOCY 498 - Advanced 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:

ANTH 101 Primates, People and Prehistory .....	3
ANTH 102 Understanding Other Cultures .....	3

#### Two of the following:

GEOG 101 Geography of the Developed World
GEOG 102 Geography of the Developing World
GEOG 103 Introduction to Geography
GEOG 198 Topics in Geography (Non-Western)
GEOG 199 Topics in Geography

#### Two of the following:

ANTH 315 Peoples of the Indian Subcontinent
ANTH 332 Race and Ethnicity
ANTH 352 Anthropology of Magic and Religion
ANTH 399 Independent Study
ANTH 490 Topics in Anthropology
GEOG 398 Topics in Geography*
GEOG 399 Independent Study*

**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:

SOCY 101 Introductory Sociology.....	3
CRJU 171 Introductory to Criminal Justice.....	3

Three of the following\*: .....

SOCY 350 Sociology of Delinquent Youth Behavior
SOCY 353 Sociology of Crime
SOCY 354 Crime: Myths and Misconceptions
SOCY 358 Sociology of Corrections
SOCY 359 Police and Society
SOCY 400 Internship in a criminal justice agency

One of the following: .....

SOCY 507 Sociology of Social Control
SOCY 523 Sociology of Deviance
SOCY 525 Race, Class, Gender, Crime and Justice
SOCY 540 Criminological Theory

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

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

### Minor in Sociology

#### Requirements:

SOCY 101 Introductory Sociology.....	3
SOCY 248 Sociological Inquiry and Measurement.....	4

One of the following: .....

SOCY 507 Sociology of Social Control
SOCY 510 Global Social Issues
SOCY 523 Sociology of Deviance
SOCY 525 Race, Class, Gender, Crime and Justice
SOCY 528 Family Diversity
SOCY 540 Criminological Theory
SOCY 598 Special Topics

Three Sociology courses at 300 level or above .....

**Total hours required .....** 19-21

## Course Descriptions

### Anthropology (ANTH)

- ANTH 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 ANTH 101 before September 1976)
- ANTH 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 ANTH 101 before September 1976) (Satisfies non-Western world studies requirement)
- ANTH 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)
- ANTH 332 Race and Ethnicity. (3)** (Prereq: ANTH 101 or ANTH 102 or SOCY 101) Theories, methods and substantial issues in the comparative study of race and ethnicity in anthropology and sociology. Students who earned credit for SOCY 355 prior to Fall 2008 may not earn credit for ANTH 332.
- ANTH 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.
- ANTH 399 Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.
- ANTH 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 (CRJU)

- CRJU 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.

**CRJU 272 Criminal Law. (3)** The origins and development of criminal law in the United States and the basic elements of crimes and defenses.

### Geography (GEOG)

**GEOG 101 World Regional Geography (Western). (3)** A survey of the world regions where Western cultures and cultural heritages are predominant. These include Europe, Russia, Austral Asia, and the Americas. Emphasis is on the fundamental characteristics and significance of the physical, cultural, and economic elements of these regions.

**GEOG 102 World Regional Geography (Non-Western). (3)** A survey of the world regions where non-Western cultures or cultural heritages are predominant. These include Asia and Africa. Emphasis is on the fundamental characteristics and significance of the physical, cultural, and economic elements of these regions. (GEOG 101 is not a prerequisite) (Satisfies non-Western world studies requirement)

**GEOG 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.

**GEOG 198 Topics in Geography (Non-Western). (3)** The introductory level geography topic courses (non-western) vary in content. The chosen topic is generally in the faculty member's specialty area. Content of each topic course will revolve around a set of issues designed to provide the students a well-rounded and holistic introduction to the concerned topic.

**GEOG 199 Topics in Geography. (3)** The introductory level geography topic courses vary in content. The chosen topic is generally in the faculty member's specialty area. Content of each topic course will revolve around a set of issues designed to provide the students a well-rounded and holistic introduction to the concerned topic.

**GEOG 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.

**GEOG 399 Independent Study. (1-4)** (Prereq: permission of instructor) Directed independent project.

### Sociology (SOCY)

**SOCY 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.

**SOCY 240 Introduction to Social Problems. (3)** (Prereq: C or better in SOCY 101 or permission of instructor) Normative dissensus and behavioral deviance in society and their consequences for social change and social order. Problems may include: mental disorders, juvenile delinquency, crime, drug abuse, alcoholism, suicide,

sexual pathology, race and ethnic relationships, world population crises and work problems.

**SOCY 248 Sociological Inquiry and Measurement. (4)** (Prereq: C or better in SOCY 101, AEGL 101 and 102) Basic concepts and methods of sociological research are introduced. Emphasis is placed on the connection between theory and research, measuring variables, and elementary analysis of data. Course is intended for sociology majors and minors. Cannot be used for social and behavioral science general education credit.

**SOCY 301 Sociology of Gender Roles. (3)** (Prereq: C or better in SOCY 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.

**SOCY 305 Sociology of the Family. (3)** (Prereq: C or better in SOCY 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.

**SOCY 306 Social Organizations. (3)** (Prereq: C or better in SOCY 101) Selected theoretical orientation, methodological procedures and illustrative substantive issues pertaining to organizations. Students who earned credit for SOCY 506 may not earn credit for SOCY 306.

**SOCY 308 Sociology of Community. (3)** (Prereq: C or better in SOCY 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.

**SOCY 350 Sociology of Delinquent Youth Behavior. (3)** (Prereq: C or better in SOCY 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.

**SOCY 351 Urban Sociology. (3)** (Prereq: C or better in SOCY 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.

**SOCY 353 Sociology of Crime. (3)** (Prereq: C or better in SOCY 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.

**SOCY 354 Crime: Myths and Misconceptions. (3)** (Prereq: C or better in SOCY 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.

**SOCY 355 Minority Group Relations. (3)** (Prereq: C or better in SOCY 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.

- SOCY 358** **Sociology of Corrections. (3)** (Prereq: C or better in SOCY 101 and ACRJ 171) A sociological approach to the development and current issues in corrections. Traditional and contemporary philosophies underlying practices and procedures in institutional and community corrections are explored.
- SOCY 359** **Police in Society. (3)** (Prereq: C or better in SOCY 101 and CRJU 171) An overview of the development of police organizations and the role of police in society including police officer socialization, the problem of coercive power, and current issues in policing.
- SOCY 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.
- SOCY 370** **Sociology of Mental Health. (3)** (Prereq: C or better in SOCY 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.
- SOCY 390** **Special Topics. (3)** (Prereq: C or better in SOCY 101) Study of selected topics in Sociology. This course may be repeated with different topics.
- SOCY 399** **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.
- SOCY 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)
- SOCY 404** **Social Stratification. (3)** (Prereq: C or better in SOCY 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. Students who earned credit for SOCY 504 may not receive credit for SOCY 404.
- SOCY 405** **Drugs and Society. (3)** (Prereq: C or better in SOCY 101) Sociohistorical overview of drug use and abuse in the U.S. centered on the recreational use of legal and illegal psychoactive substances. Topics include: theories of drug abuse, drug policy, subcultures, trends and demographics of use, and treatment options.
- SOCY 410** **Social Demography. (4)** (Prereq: C or better in SOCY 248 and satisfactory completion of the Writing Proficiency Portfolio Requirement or ENGL 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) Students who earned credit for SOCY 310 may not receive credit for SOCY 410.
- SOCY 420** **Individual and Society. (3)** (Prereq: C or better in SOCY 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. Students who earned credit for SOCY 320 may not receive credit for SOCY 420.
- SOCY 468** **Sex and Society. (3)** (Prereq: C or better in SOCY 101) A sociological approach to sexuality, exploring how sexuality is constructed and examining theories, concepts, and cultural ramifications of a range of sexual practices and identities. Topics include sex education, sexual orientation, transgender issues, sex in non-romantic relationships, gender double standards, sex work, and sexual violence.
- SOCY 490** **Topics in Sociology. (3)** (Prereq: SOCY 101 and/or additional specified prerequisites) Study of selected topics in Sociology. This course may be repeated with different topics.
- SOCY 496** **Sociological Theory. (3)** (Prereq: C or better in SOCY 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.
- SOCY 497** **Sociological Research Methods. (4)** (Prereq: C or better in SOCY 101 and 9 hours upper level Sociology and PSYC 325, and satisfactory completion of Rising Junior Writing Proficiency Portfolio Requirement or ENGL 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.
- SOCY 498** **Sociological Research Design and Analysis. (4)** (Prereq: C or better in SOCY 248, 6 hours upper-level Sociology, PSYC 325 or STAT 201, and satisfactory completion of Writing Proficiency Portfolio Requirement or ENGL 201) In-depth consideration of research designs and data analysis. Requires completion of an original research project.
- SOCY 507** **Sociology of Social Control. (3)** (Prereq: C or better in SOCY 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.
- SOCY 510** **Global Social Issues. (3)** (Prereq: C or better in SOCY 101, Junior Standing) This seminar examines causes of and responses to critical social problems in different world regions with a focus on the dimensions and impacts of globalization and sustainable development. The phenomenon of globalization is critically examined from economic, historical, social, environmental, political and/or other perspectives.
- SOCY 523** **Sociology of Deviance. (3)** (Prereq: C or better in SOCY

101) Systematic analysis of the interrelationships among the creation, involvement, recognition and control of deviance.

- SOCY 525**     **Race, Class, Gender, Crime and Justice. (3)** (Prereq: C or better in SOCY 101 and CRJU 171, SOCY 350 or SOCY 353) Exploration into the various perspectives on the nature and intersections of race, class, and gender in relation to crime and justice in the U.S.
- SOCY 528**     **Family Diversity. (3)** (Prereq: C or better in SOCY 305, Junior standing) This seminar examines a variety of family forms differing in both structure and sociocultural background. Topics may include cohabitation, single parent families, and various ethnic groups. This course considers issues faced by the plurality of family types in the United States.
- SOCY 540**     **Criminological Theory. (3)** (Prereq: C or better in SOCY 350 or 353) The study of historical and contemporary theories explaining crime and criminality. Some examination of research underlying these theories is also included.
- SOCY 598**     **Special Topics. (3)**

---

## DEPARTMENT OF VISUAL AND PERFORMING ARTS

---

Jack Benjamin, Department Chair

### Professors

- Albin Beyer (Art), M.F.A., University of Arizona, 1980,  
*Mary D. Toole Chair in Art (2)*
- Michael Fowler (Graphic Design), Ed.D., University of Memphis, 1996,  
*Mary D. Toole Chair in Art (1)*
- Richard Maltz (Music-Composition/Theory), D.M.A., University of South Carolina, 1991,  
*Pauline F. O'Connell Chair in Fine Arts (1)*

### Associate Professors

- Jack Benjamin (Theatre), M.S., East Texas State University, 1979
- John Elliott (Art History), Ph.D. Florida State University, 1986
- Paul Chet Longley (Theatre), M.F.A., University of Arkansas, 2000,  
*Thomas F. Maurice Chair in Fine Arts*
- Joel Scraper (Music-Choral) D.M.A., University of Missouri - Kansas City, 2006 (Coordinator, Music Education Program)
- Debra Scott-Wiley (Theatre) M.F.A., University of South Carolina, 1994,  
*Pauline F. O'Connell Chair in Fine Arts (2)*

### Assistant Professor

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

### Instructor

- Lauren Meccia (Music - Instrumental), M.M., University of South Carolina, 2007

### Adjunct Faculty

- Corey Burns (Dance), M.A., University of South Carolina Aiken, 2005
- Kenneth Courtney (Music-Organ), M.M., University of Southwestern Louisiana, 1984
- Leslie Dellinger (Theatre), M.A., University of South Carolina, 2000

- Adam DePriest (Music-Strings), M.M., University of South Carolina, 2012
- Don Dupee (Music-Organ), M.M.E., University of South Carolina, 1980
- Mike Frost (Music), Professional Musician
- John Glaeser (Music-French Horn), M.M., University of South Carolina, 2012
- Anna Hamilton (Music-Piano), M.M., University of South Carolina, 2007
- Diane Haslam (Music-Voice), Graduate Diploma, Royal Northern College of Music, 1979
- Matt Henderson (Music-Low Brass), M.M., Lynn University Conservatory of Music, 2007
- Steven Hewitt (Art-Ceramics), B.F.A., University of South Carolina, 1977
- Joseph Jennings (Music-Choral), Artist in Residence, M.M., Colorado State University, 1979
- Phyllis Johnson-Porter (Music), Ed.D., Clark Atlanta University, 2009
- Mary Losey (Music-Piano), M.A., University of Michigan, 1978
- Taylor Massey (Music), M.M., Northwestern University, 2006
- Kelly Odell (Music-Woodwinds), M.M., University of Massachusetts Amherst, 1990
- Keith Pierce (Art-Video), M.S. University of South Carolina, 2010
- Ann Redd (Music), M.M., Converse College, 2002
- Brian Retzlaff (Music-Bass), M.M., University of South Carolina, 2009
- Steven Sloan (Music--Classical Guitar), M.M., University of South Carolina, 2009
- Willie Strong (Music-Musicology), Ph.D., University of California Los Angeles, 1994
- Marc Widenhofer (Music-Percussion, Technology), M.M., University of Northern Colorado, 2011
- Josh Workman (Music-Trumpet), M.M., Florida State University, 2005

### 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.

### Technological Literacy in Visual and Performing Arts

Majors in Music Education must successfully complete MUSC 195, Music Technology and MUSC 196, Music Theory and Aural Techniques I. Fine Arts majors take courses that contain a substantial technology component. Fine Arts majors pursuing the Technology Arts Option must

successfully complete 12 credit hours in technology based arts courses. These include MUSC 195 and 196; ARTS 102, Introduction to Visual Arts Computing; ARTS 145, Introduction to Graphic Design; THEA 253, Stage Lighting Design and Technology; and THEA 254, Scenic Design and Theatrical Graphics.

**Bachelor of Arts—Major in Fine Arts**

**1. General Education Requirements .....50-53**

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

At least 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 29-30.

- 1. Natural Sciences.....7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
- 2. History of Civilization ..... 3  
(HIST101 or HIST 102)
- 3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
- 4. Languages .....6-8  
(Two (2) semesters of the same language required.)
- 5. Humanities (at least two areas)<sup>1</sup>..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

- 1. Critical Inquiry..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
- 2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have already completed credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
- 3. Oral Communication..... 3  
(COMM 201, COMM 241)
- 4. Math/Statistics/Logic ..... 6  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
- 5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
- 6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student’s major.  
For more information, see Writing Intensive Course Definition . on page 30.

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

- 1. American Political Institutions..... 3  
(POLI 201, HIST 201, or HIST 202)
- 2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 43.

**D. Integrative Learning**

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

**2. Major Requirements.....36-42**

**A minimum of 18 major requirement hours must be taken at USC Aiken. A grade of C or better must be earned in ALL major requirement courses.**

**A. Fine Arts Survey Requirement<sup>2</sup> .....3-9**

One course must be taken from each area:  
ARTH 105, 106  
MUSC 173, 175  
THEA 161

**B. Fine Arts History Requirement.....9**

One course must be taken from each area:  
ARTH 206, 312, 335, 398, 399  
MUSC 371, 372, 393  
THEA 361, 362, ENGL 407, 409, 474

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

At least 12 hours must be 200 or higher

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

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

**4. Free Electives..... 7-22**

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

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

<sup>2</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 .....51-53**

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

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 29-30.

- 1. Natural Sciences.....7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
- 2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
- 3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
- 4. Languages .....6-8  
(Two (2) semesters of the same language required.)
- 5. Humanities ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,

Literature, Philosophy (other than logic), Religion,  
 Selected Language courses,  
 Humanities (HSSI acronym)  
 Honors (HONS acronym)

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

1. **Critical Inquiry** ..... 1  
 Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. **English 101 and 102**..... 6  
 Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. **Oral Communication**..... 3  
 (COMM 201, COMM 241)
4. **Math/Statistics/Logic** ..... 6  
 Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
5. **Satisfactory completion of Writing Proficiency Requirement**  
 For more information, see Writing Proficiency Portfolio on page 43.
6. **Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.**  
 For more information, see Writing Intensive Course Definition on page 30.

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

1. **American Political Institutions**..... 3  
 (POLI 201, HIST 201, or HIST 202)
2. **Inter-Curricular Enrichment Program (ICE)**  
 Two approved events in each semester of enrollment.  
 For more information, see ICE Program requirements on page 48.

**D. Integrative Learning**

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

**2. Major Requirements.....36-42**

**A minimum of 18 major requirement hours must be taken at USC Aiken. A grade of C or better must be earned in ALL major requirement courses.**

**A. Fine Arts Survey Requirement<sup>2</sup> ..... 3**

One course from the following:  
 ARTH 105, 106  
 MUSC 173, 175  
 THEA 161

**B. Fine Arts History Requirement<sup>2</sup> ..... 6**

Two courses from the following:  
 ARTH 206, 312, 335, 398, 399  
 MUSC 371, 372, 393  
 THEA 361, 362, AEGL 407, 409, 474

**C. Fine Arts Theory, Performance, and/or Studio..... 21**

At least 12 hours must be 200 or higher

**D. Technology based arts ..... 12**

Courses must contain a substantial Technology component as stated within their catalog description.

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

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

**4. Free Electives..... 7-22**

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

- <sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.
- <sup>2</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**

All incoming students planning to major in music education are required to audition for the music faculty prior to the first semester of enrollment. These auditions occur throughout the academic year. All current information regarding audition requirements and dates is available online at [www.usca.edu/visualandperformingarts](http://www.usca.edu/visualandperformingarts).

Students pursuing the Bachelor of Arts degree with a Major in Music Education must complete at least one approved recital, consisting of at least thirty minutes of solo repertoire, and in coordination with their applied instructor and academic advisor. This recital is a part of the degree completion for Music Education majors.

As a part of the successful completion of the Bachelor of Arts degree with a Major in Music Education, all majors are required to pass a piano proficiency exam prior to enrolling in MUED 470 Internship in Music Education. Upon admission to the Music Education program, students will be asked to take a short placement exam on piano prior to the Fall semester of their first year. All music education majors must register for piano class or applied piano until all parts of the piano proficiency exam are passed.

Students, according to piano background and the placement exam, may be placed in of the following courses: MUSC 133 Piano I, MUSC 135 Group Piano, or MUSC 137 Group Piano for Music Education Majors I, or MUSC 138 Group Piano for Music Ed Majors II.

The purpose of the piano proficiency requirement is to ensure that students choosing to major in music will have the requisite skills to complete theory and keyboard assignments, as well as acquiring techniques and applications that will be used in future teaching.

**1. General Education Requirements ..... 50-53**

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

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 29-30.

1. **Natural Sciences**..... 7-8  
 Biology, Physical Science (1 lab)
2. **History of Civilization** ..... 3  
 (HIST 101 or HIST 102)
3. **Social and Behavioral Sciences (two areas)** ..... 6  
 Psychology, Sociology, Anthropology,  
 Economics, Political Science, Geography
4. **Languages** ..... 6-8  
 (Two (2) semesters of the same language required.)

5. Humanities .....	9
MUSC 175, MUSC 371, and MUSC 372	
<b>B. Intellectual and Practical Skills .....</b>	<b>16</b>
1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.	
2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
3. Oral Communication.....	3
(COMM 201, COMM 241)	
4. Math/Statistics/Logic .....	6
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.	
5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on page 43.	
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.	
For more information, see Writing Intensive Course Definition on page 30.	
<b>C. Personal and Social Responsibility.....</b>	<b>3</b>
1. American Political Institutions.....	3
(POLI 201, HIST 201, or HIST 202)	
2. Inter-Curricular Enrichment Program (ICE)	
Two approved events in each semester of enrollment. For more information, see ICE Program requirements on page 43.	
<b>D. Integrative Learning</b>	
While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.	
<b>2. Pre-professional Education Requirements (C or better).....</b>	<b>10-11</b>
EDUC 210 Observation and Analysis in the Clinical Setting (1) or EDSE 311 Introduction to Adolescent Education (2) or EDUC 110L Clinical Experience (1) .....	
	1-2
EDFN 321 Dynamics of American Public Education .....	3
EDPY 330 Lifespan Growth and Development.....	3
MUED 360 Topics in Music Education.....	2
MUED 460 Practicum I.....	1
<b>3. Professional Education Requirements (C or better).....</b>	<b>23</b>
<b>A minimum of 36 hours of Professional Education and Subject Area Requirements must be taken at USC Aiken.</b>	
MUED 446 Music Curriculum Design and Learning Strategies .....	3

MUED 456 Teaching Choral in the High School or MUED 457 Teaching Instrumental Music in the High School .....	3
MUED 462 Practicum II.....	1
MUED 464 Practicum III.....	1
MUED 470 Internship in Music Education .....	12
MUED 476 Senior Seminar .....	3
<b>4. Subject Area Requirements (C or better).....</b>	<b>53-54</b>
MUSC 100* Recital Class (Pass/Fail) .....	0
MUSC 195 Music Technology .....	2
MUSC 196, 197, 296, 297 Music Theory and Aural Techniques I - IV .....	16
MUSC 397 Orchestration and Arranging .....	2
MUSC 398 Form and Analysis.....	2
MUSC 330 Conducting.....	1
MUSC 331 Advanced Conducting.....	2
Ensemble Performance** .....	8
Private Instruction in principal area***.....	16
Methods courses****.....	4-5
Vocal students (MUSC 204 and 205, MUSC 203, one from MUSC 214, 243, 253, 263)	
Instrumental students (MUSC 203*****, 214, 243, 253, 263)	
<b>5. Electives .....</b>	<b>1</b>
<b>Total hours required .....</b>	<b>137-142</b>
*Upon admission to the music education program, majors will be required to attend a minimum of 10 recitals, concerts, opera and musical theater productions, and other performances programmed by the department each semester that they are enrolled. Students enrolled in MUED 470 Internship in Music Education are exempt.	
**Music Education majors must be enrolled in either USCA Wind Ensemble or USCA Concert Choir (whichever one corresponds to their primary applied instrument) each semester they are enrolled at USCA. Students enrolled in MUED 470 Internship in Music Education are exempt. Additionally, all majors must have chamber ensemble experience prior to graduation.	
***Music Education majors must be enrolled in applied lessons each semester they are enrolled at USCA. Students enrolled in MUED 470 Internship in Music Education are exempt.	
****MUSC 203 Voice Instruction and Methods (1), MUSC 204 Diction I (1), MUSC 205 Diction II (1), MUSC 214 Percussion Instruction and Methods (1), AMUS 243 String Instruction and Methods (1), AMUS 253 Woodwind Instruction and Methods (1), MUSC 263 Brass Instruction and Methods (1)	
*****Instrumental students may substitute MUSC 101 Voice I (1) or MUSC 185 University Choir (1) for MUSC 203.	

## Art

Facilities include a state of the art computer lab, airy, well-lit studios and a well-equipped darkroom. Our track-lit art gallery has over a hundred and eighty feet of running space to accommodate a full schedule of exhibits, including a student art exhibit each spring.

### Studio Art Minor

#### Requirements:

Fundamentals of Art (ARTS 103) or Drawing (ARTS 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:

ARTH 105 History of Western Art I .....	3
ARTH 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 Etherredge Center, the performing arts facility. Faculty members are experienced practitioners who reflect a wide range of expertise in music and are dedicated to helping students achieve musical excellence.

### Minor in Music

#### Requirements:

Music Theory .....	4
MUSC 196 Music Theory and Aural Techniques I	

Music History .....	3
Select from:	

- MUSC 371 History of Western Music I
- MUSC 372 History of Western Music II

Select 1 of the following 3 options: .....	6
--	---

- A. Theory: MUSC 197 Music Theory and Aural Techniques II and 2 hours from Private Instruction
- B. History: MUSC 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:

- MUSC 101 and 102 Voice
- MUSC 112 and 113 Percussion
- MUSC 121 and 122 Organ
- MUSC 133 and 134 Piano
- MUSC 141 and 142 String Instrument
- MUSC 151 and 152 Woodwind Instrument
- MUSC 161 and 162 Brass Instrument

Performing Ensemble .....	2
---------------------------	---

\*\*Select from:

- MUSC 183, 283 University Pep Band
- MUSC 184, 284 University Wind Ensemble
- MUSC 185, 285 University Choir
- MUSC 186, 286 Masterworks Chorale
- MUSC 187, 287 Jazz Ensemble
- MUSC 188, 288 Canticum Novum

MUSC 189, 289 Aiken Concert Band

MUSC 392B Chamber Ensemble

Piano Instruction .....	3
-------------------------	---

\*\*\*Select from:

- \*MUSC 135 Group Piano
- MUSC 133, 134 Piano

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

\*MUSC 101, 112, 121, 133, 135 141, 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:

THEA 151 Fundamentals of Theatrical Production.....	3
THEA 170 Beginning Acting.....	3
THEA 361 or 362 History of Theatre I or II* .....	3
One THEA Course from a sequence of courses ending in the 50's .....	3
One THEA 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 THEA 161 Introduction to Theatre. Students are advised to use THEA 161 to fulfill three hours of the Humanities General Education requirement.

## Course Descriptions

### Art History (ARTH)

<b>ARTH 105</b>	<b>History of Western Art I. (3)</b> The visual arts from Paleolithic times to the Renaissance.
<b>ARTH 106</b>	<b>History of Western Art II. (3)</b> The visual arts from the Renaissance to the present.
<b>ARTH 206</b>	<b>History of American Art. (3)</b> A survey of art in America from 1860 to the present.
<b>ARTH 312</b>	<b>History of Greek Art. (3)</b> A survey of architecture, painting and sculpture of the Cycladic through Hellenistic periods.
<b>ARTH 335</b>	<b>History of Twentieth Century Art. (3)</b> A survey of architecture, painting and sculpture in the 20 <sup>th</sup> century.
<b>ARTH 397</b>	<b>Topics in Non-Western Art History. (3)</b> Intensive studies in selected non-Western artists and movements. Specific topics to be announced each semester/year. Satisfies the non-Western world studies requirement.

**ARTH 398** **Topics in Art History. (3)** Intensive studies in selected artists or movements. Specific topics to be announced each semester/year.

**ARTH 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 (ARTS)

**ARTS 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.

**ARTS 103** **Fundamentals of Art I. (3)** Introduction to visual thinking and principles of two-dimensional design.

**ARTS 111** **Basic Drawing I. (3)** Introduction to the materials and basic techniques of drawing.

**ARTS 112** **Basic Drawing II. (3)** Introduction to the materials and basic techniques of drawing. (ARTS 111 is a prerequisite for ARTS 112.)

**ARTS 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.

**ARTS 210** **Introduction to Painting. (3)** (Prereq: ARTS 111 or consent of instructor) An introductory course in the materials and techniques of painting.

**ARTS 220** **Introduction to Ceramics. (3)** Experiences in forming, decorating, glazing and firing.

**ARTS 232** **Life Drawing I. (3)** (Prereq: ARTS 111 or consent of instructor) An introduction to drawing the figure from life, with an emphasis on visual perception and basic drawing skills.

**ARTS 233** **Life Drawing II. (3)** (Prereq: ARTS 232) A further exploration of life drawing aspects with an emphasis on individual expression.

**ARTS 245** **Graphic Design Techniques. (3)** (Prereq: ARTS 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.

**ARTS 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.)

**ARTS 310** **Intermediate Painting I. (3)** (Prereq: ARTS 210 or consent of instructor). Still lifes, landscapes, models in various media. The student is encouraged to be creative and self-expressive. (ARTS 310 is a prerequisite for ARTS 311.)

**ARTS 311** **Intermediate Painting II. (3)** (Prereq: ARTS 310 or consent of instructor) A continuation of ARTS 310.

**ARTS 320** **Intermediate Ceramics I. (3)** (Prereq: ARTS 220 or consent of instructor) Further study of wheel throwing or

hand building techniques.

**ARTS 321** **Intermediate Ceramics II. (3)** (Prereq: ARTS 320 or consent of instructor) Further study of wheel throwing or hand building techniques.

**ARTS 330** **Intermediate Drawing I. (3)** (Prereq: ARTS 112 or consent of instructor) Enhancing graphic richness in drawings with intellectual and visual perception as content.

**ARTS 331** **Intermediate Drawing II. (3)** (Prereq: ARTS 330) Contemporary cultural stimuli as the content for drawing projects. Emphasis on intellectual and emotive approaches.

**ARTS 345** **Intermediate Graphic Design I. (3)** (Prereq: ARTS 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.

**ARTS 346** **Intermediate Graphic Design II. (3)** (Prereq: ARTS 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.

**ARTS 363** **Color Photography. (3)** (Prereq: ARTS 261) Processing of color slides, negatives and prints, with an emphasis on producing works of artistic merit and technical proficiency.

**ARTS 364** **Digital Photography. (3)** (Prereq: ARTS 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.

**ARTS 365** **Digital Illustration. (3)** (Prereq: ARTS 102 or 145 or consent of instructor) Illustration projects done on the computer emphasizing current and established visual styles as well as principles of design and composition. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

**ARTS 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.

**ARTS 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.

**ARTS 379** **Web Graphics. (3)** (Prereq: ARTS 102 or ARTS 145 or consent of instructor) The creation of web pages and sites with an emphasis on artistic aspects. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

**ARTS 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.

**ARTS 398** **Topics in Studio Art. (3)** Intensive study in studio art.



<b>ARTS 399</b>	<b>Independent Study. (3-9)</b> (Prereq: permission of instructor) Course content for ARTS 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.	<b>MUSC 121</b>	<b>Organ I. (1-2)</b> (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.)
<b>ARTS 410</b>	<b>Advanced Painting I. (3)</b> (Prereq: ARTS 311.) Students are given further opportunity to develop according to their own interests.	<b>MUSC 122</b>	<b>Organ II. (1-2)</b> (Prereq: MUSC 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.)
<b>ARTS 411</b>	<b>Advanced Painting II. (3)</b> (Prereq: ARTS 410) Students are given further opportunity to develop according to their own interests.	<b>MUSC 133</b>	<b>Piano I. (1-2)</b> (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.)
<b>AART 420</b>	<b>Advanced Ceramics I. (3)</b> (Prereq: AART 321) Pursuit of a personal artistic expression through the ceramic process by developing clay bodies, surface embellishments and firing methods.	<b>MUSC 134</b>	<b>Piano II. (1-2)</b> (Prereq: MUSC 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.)
<b>ARTS 421</b>	<b>Advanced Ceramics II. (3)</b> (Prereq: ARTS 420) Pursuit of a personal artistic expression through the ceramic process by developing appropriate clay bodies, surface embellishments and firing methods.	<b>MUSC 135</b>	<b>Group Piano. (3)</b> A course for beginning piano students meeting in groups. Emphasis on music reading and elementary techniques. May be repeated once for degree credit.
<b>ARTS 524</b>	<b>Workshop: Ceramics. (3)</b> Advanced investigation and analysis of problems and methods in ceramics. Topics vary with suffix.	<b>MUSC 137</b>	<b>Group Piano for Music Education Majors I. (1)</b> (Prereq: MUSC 136 or successful completion of piano placement exam) Group instruction for development of fundamental techniques and learning of appropriate repertoire from beginning to intermediate levels. Application of aural and theoretical skills, harmonization and improvisation, and accompanying. This course assists in preparing music education majors for the piano proficiency examination. May be repeated for degree credit for a total of 2 hours.
<b>ARTS 549</b>	<b>Directed Internship. (3)</b> (Prereq: ARTS 345 and consent of instructor) Supervised professional experience in Graphic Design. (contract required)	<b>MUSC 138</b>	<b>Group Piano for Music Education Majors II. (1)</b> (Prereq: MUSC 137 (2 semesters)) Group instruction for development of fundamental techniques and learning of appropriate repertoire from intermediate to advanced levels. Application of aural and theoretical skills, harmonization and improvisation, and accompanying. This course assists in preparing music education majors for the piano proficiency examination. May be repeated as necessary. May be repeated for degree credit for a total of 2 hours.
<b><u>Music (MUSC)</u></b>			
<b>MUSC 100</b>	<b>Recital Class. (0)</b> 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 MUED 470 Internship in Music Education are exempt. Pass/fail.	<b>MUSC 141</b>	<b>String Instruments I. (1-2)</b> (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.)
<b>MUSC 101</b>	<b>Voice I. (1-2)</b> (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.)	<b>MUSC 142</b>	<b>String Instruments II. (1-2)</b> (Prereq: MUSC 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.)
<b>MUSC 102</b>	<b>Voice II. (1-2)</b> (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.)	<b>MUSC 151</b>	<b>Woodwind Instruments I. (1-2)</b> (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.)
<b>MUSC 112</b>	<b>Percussion Instruments I. (1-2)</b> (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.)		
<b>MUSC 113</b>	<b>Percussion Instruments II. (1-2)</b> (Prereq: MUSC 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.)		

- MUSC 152** **Woodwind Instruments II. (1-2)** (Prereq: MUSC 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.)
- MUSC 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.)
- MUSC 162** **Brass Instruments II. (1-2)** (Prereq: MUSC 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.)
- MUSC 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.
- MUSC 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.)
- MUSC 183** **Athletic Band I. (1)** Rehearsal and performance of athletic band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit for a total of 2 hours.)
- MUSC 184** **USCA Wind Ensemble. (1)** Wind Ensemble introduces students to a wide variety of music literature from the Western tradition (i.e. music of the past 100 years, including American idioms such as jazz and the American march, as well as transcriptions of music from the Baroque, Classical, and Romantic periods in music history). Students are encouraged to develop critical thinking and listening skills through active participation. Through performance, the primary objective is to develop a deeper appreciation for music in its cultural and historical contexts. This course may be repeated for credit. Music education majors with an emphasis in instrumental studies are required to enroll in this course every semester until MUED 470 -- Internship in Music Education.
- MUSC 185** **USCA Concert Choir. (1)** Concert Choir introduces students to a wide variety of music literature from the Western tradition (i.e. Renaissance, Baroque, Classic, Romantic, and Contemporary periods in music history) as well as indigenous music throughout the world. Students are encouraged to develop critical thinking and listening skills through active participation. Through performance, the primary objective is to develop a deeper appreciation for music in its cultural and historical contexts. This course may be repeated for credit. Music education majors with an emphasis in vocal studies are required to enroll in this course every semester until MUED 470 -- Internship in Music Education.
- MUSC 186** **Masterworks Chorale I. (1)** The Masterworks Chorale is intended to develop vocal skills, musical literacy, and musical understanding through the choral experience.
- MUSC 187** **Jazz Band I. (1)** (Prereq: Permission of instructor; Coreq: MUSC 184 (for Music Education and Fine Arts majors only)) Rehearsal and performance of jazz music. May be repeated for degree credit for a total of two hours.
- MUSC 188** **Canticum Novum I. (1)** (Prereq: By Audition; Coreq: MUSC 185) Canticum Novum is an auditioned ensemble specializing in the performance of early music as well as contemporary literature appropriate for the small ensemble. This is the primary ensemble for performances within the community of Aiken and the surrounding area. Students in Canticum Novum also maintain membership in the University Concert Choir. May be repeated for degree credit for a total of two hours.
- MUSC 189** **Aiken Concert Band I. (1)** The Aiken Concert Band is a community-based large ensemble comprised of woodwind, brass, and percussion instruments. Students study new and standard wind band repertoire and apply concepts of ensemble blend, intonation, and musicality in rehearsals and public performances. May be repeated for degree credit for a total of 2 hours.
- MUSC 195** **Music Technology. (2)** This course introduces students to the use of technology and its applications in music. Students will develop an understanding of the current trends in technology for the music education classroom, performance hall, music studio, and internet.
- MUSC 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. Development of sight singing and ear training skills relative to course content. Application of functional keyboard skills appropriate to level of study. Computer-assisted instruction.
- MUSC 197** **Music Theory and Aural Techniques II. (4)** (Prereq: MUSC 196 with grade of C or better) A continuation of and expansion on the techniques and materials presented in MUSC 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. Development of sight singing and ear training skills relative to course content. Application of functional keyboard skills appropriate to level of study. Computer-assisted instruction.
- MUSC 203** **Class Voice Instruction and Methods. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual voice.
- MUSC 204** **Diction I. (1)** A study of the physical factors in the production of vowel and consonant sounds in Italian and Latin. Emphasis is on accuracy and clarity in pronunciation for singers aided by the study of phonetics and the international phonetic alphabet.
- 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.

<b>MUSC 205</b>	<b>Diction II. (1)</b> (Prereq: MUSC 204) A study of the physical factors in the production of vowel and consonant sounds in French and German. Emphasis is on accuracy and clarity in pronunciation for singers aided by the study of phonetics and the international phonetic alphabet.	<b>MUSC 296</b>	<b>Music Theory and Aural Techniques III. (4)</b> (Prereq: MUSC 197 with grade of C or better) A continuation of and expansion on the techniques and materials presented in MUSC 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. Development of sight singing and ear training skills relative to course content. Application of functional keyboard skills appropriate to level of study. Computer-assisted instruction.
<b>MUSC 214</b>	<b>Class Percussion Instruction and Methods. (1)</b> Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.	<b>MUSC 297</b>	<b>Music Theory and Aural Techniques IV. (4)</b> (Prereq: MUSC 296 with grade of C or better) A continuation of and expansion on the techniques and materials presented in MUSC 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. Development of sight singing and ear training skills relative to course content. Application of functional keyboard skills and orchestration appropriate to level of study. Computer-assisted instruction.
<b>MUSC 243</b>	<b>Class String Instruction and Methods. (1)</b> Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.	<b>MUSC 298</b>	<b>Applied Composition. (1-2)</b> (Prereq: MUSC 297 or permission of instructor) Individual instruction in the process of composition with attention to creativity. (May be repeated for degree credit.)
<b>MUSC 253</b>	<b>Class Woodwind Instruction and Methods. (1)</b> Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.	<b>MUSC 301</b>	<b>Voice III. (1-2)</b> (Prereq: MUSC 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.)
<b>MUSC 263</b>	<b>Class Brass Instruction and Methods. (1)</b> Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.	<b>MUSC 302</b>	<b>Voice IV. (1-2)</b> (Prereq: MUSC 301 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated for degree credit.)
<b>MUSC 283</b>	<b>Athletic Band II. (1)</b> (Prereq: MUSC 183 or consent of instructor) Continuation of rehearsal and performance of athletic band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit for a total of 2 hours.)	<b>MUSC 312</b>	<b>Percussion Instruments III. (1-2)</b> (Prereq: MUSC 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.)
<b>MUSC 286</b>	<b>Masterworks Chorale II. (1)</b> (Prereq: MUSC 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.	<b>MUSC 313</b>	<b>Percussion Instruments IV. (1-2)</b> (Prereq: MUSC 312 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated for degree credit.)
<b>MUSC 287</b>	<b>Jazz Band II. (1)</b> (Prereq: Permission of instructor; Coreq: MUSC 184 (for Music Education and Fine Arts majors only)) Continued rehearsal and performance of jazz music. May be repeated for degree credit for a total of two hours.	<b>MUSC 321</b>	<b>Organ III. (1-2)</b> (Prereq: MUSC 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.)
<b>MUSC 288</b>	<b>Canticum Novum II. (1)</b> (Prereq: MUSC 188 and by audition; Coreq: MUSC 285) Canticum Novum is an auditioned ensemble specializing in the performance of early music as well as contemporary literature appropriate for the small ensemble. This is the primary ensemble for performances within the community of Aiken and the surrounding area. Students in Canticum Novum also maintain membership in the University Concert Choir. May be repeated for degree credit for a total of two hours.	<b>MUSC 322</b>	<b>Organ IV. (1-2)</b> (Prereq: MUSC 321 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated for degree credit.)
<b>MUSC 289</b>	<b>Aiken Concert Band II. (1)</b> (Prereq: MUSC 189) The Aiken Concert Band is a community-based large ensemble comprised of woodwind, brass, and percussion instruments. Students study new and standard wind band repertoire and apply concepts of ensemble blend, intonation, and musicality in rehearsals and public performances. May be repeated for degree credit for a total of 2 hours.	<b>MUSC 330</b>	<b>Conducting. (1)</b> (Prereq: MUSC 297 or consent of instructor) 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.

- MUSC 331** **Advanced Conducting. (2)** (Prereq: MUSC 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.
- MUSC 333** **Piano III. (1-2)** (Prereq: MUSC 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.)
- MUSC 334** **Piano IV. (1-2)** (Prereq: MUSC 333 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated for degree credit.)
- MUSC 341** **String Instruments III. (1-2)** (Prereq: MUSC 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.)
- MUSC 342** **String Instruments IV. (1-2)** (Prereq: MUSC 341 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated for degree credit.)
- MUSC 351** **Woodwind Instruments III. (1-2)** (Prereq: MUSC 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.)
- MUSC 352** **Woodwind Instruments IV. (1-2)** (Prereq: MUSC 351 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated for degree credit.)
- MUSC 361** **Brass Instruments III. (1-2)** (Prereq: MUSC 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.)
- MUSC 362** **Brass Instruments IV. (1-2)** (Prereq: MUSC 361 and permission of department chair) Continuation of individual instruction for development of technique and learning appropriate repertoire. (May be repeated for degree credit.)
- MUSC 371** **History of Western Music I. (3)** A study of music and its place in western civilization from the middle ages through the baroque.
- MUSC 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.
- MUSC 374** **History of American Music. (3)** A broad survey of music in America from Colonial times to the present. Topics include music in early North America, popular music, jazz, theater and film music, opera, and concert music.
- MUSC 383** **Athletic Band III. (1)** (Prereq: MUSC 283 or consent of instructor) Continuation of rehearsal and performance of athletic band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit for a total of 2 hours.)
- MUSC 386** **Masterworks Chorale III. (1)** (Prereq: MUSC 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.
- MUSC 387** **Jazz Band III. (1)** (Prereq: Permission of instructor; Coreq: MUSC 184 (for Music Education and Fine Arts majors only)) Continued rehearsal and performance of jazz music. May be repeated for degree credit for a total of two hours.
- MUSC 388** **Canticum Novum III. (1)** (Prereq: MUSC 288 and by audition; Coreq: MUSC 385) Canticum Novum is an auditioned ensemble specializing in the performance of early music as well as contemporary literature appropriate for the small ensemble. This is the primary ensemble for performances within the community of Aiken and the surrounding area. Students in Canticum Novum also maintain membership in the University Concert Choir. May be repeated for degree credit for a total of two hours.
- MUSC 389** **Aiken Concert Band III. (1)** (Prereq: MUSC 289) The Aiken Concert Band is a community-based large ensemble comprised of woodwind, brass, and percussion instruments. Students study new and standard wind band repertoire and apply concepts of ensemble blend, intonation, and musicality in rehearsals and public performances. May be repeated for degree credit for a total of 2 hours.
- MUSC 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.
- MUSC 393** **Selected Topics in Music History. (1-3)** Topics in music history to be announced by suffix and title in the schedule of classes.
- MUSC 397** **Orchestration and Arranging. (2)** (Prereq: MUSC 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.
- MUSC 398** **Form and Analysis. (2)** (Prereq: MUSC 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.

- MUSC 399** **Independent Study. (1-6)** (Prereq: consent of instructor) Independent study in music.
- MUSC 483** **Athletic Band IV. (1)** (Prereq: MUSC 383 or consent of instructor) Continuation of rehearsal and performance of athletic band music with participation in public performances for athletic events and civic functions. (May be repeated for degree credit.)
- MUSC 486** **Masterworks Chorale IV. (1)** (Prereq: MUSC 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.)
- MUSC 487** **Jazz Band IV. (1)** (Prereq: Permission of instructor) Continued rehearsal and performance of jazz music. (May be repeated for degree credit.)
- MUSC 488** **Canticum Novum IV. (1)** (Prereq: MUSC 388 and by audition) Canticum Novum is an auditioned ensemble specializing in the performance of early music as well as contemporary literature appropriate for the small ensemble. This is the primary ensemble for performances within the community of Aiken and the surrounding area. Students in Canticum Novum also maintain membership in the University Concert Choir. (May be repeated for degree credit.)
- MUSC 489** **Aiken Concert Band IV. (1)** (Prereq: MUSC 389) The Aiken Concert Band is a community-based large ensemble comprised of woodwind, brass, and percussion instruments. Students study new and standard wind band repertoire and apply concepts of ensemble blend, intonation, and musicality in rehearsals and public performances. May be repeated for degree credit for a total of 2 hours.

### Music Education (MUED)

- MUED 360** **Topics in Music Education. (2)** (Coreq: MUED 460) This course serves as an introduction to the field of music education. Current trends in music instruction and curriculum design will be discussed, as well as topical issues surrounding education. As a corequisite, students will be expected to observe in the public schools for 20 hours.
- MUED 446** **Teaching Music in the Elementary Classroom. (3)** (Prereq: Admission to the Professional Program in Music Education; Coreq: MUED 462) Students will learn and apply appropriate pedagogical skills for the elementary general music classroom. Developing lesson plans, establishing appropriate assessments and rubrics, and creating short and long-term goals and objectives will be discussed as a part of this course.
- MUED 456** **Teaching Choral Music in High School. (3)** (Prereq: MUED 446 or permission of the department chair; Coreq: MUED 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.
- MUED 457** **Teaching Instrumental Music in High School. (3)** (Prereq: MUED 446 or permission of the department chair; Coreq: MUED 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.

- MUED 460** **Practicum I. (1)** (Coreq: MUED 360) This course focuses on observation and analysis of classroom management practices, characteristics of the P-12 curriculum, and implementation of appropriate teaching strategies. The student is required to work in the schools with a master teacher in the student's subject field and in informal educational settings or community-based programs. Also open to music degreed students seeking certification.
- MUED 462** **Practicum II. (1)** (Prereq: MUED 360; Coreq: MUED 446) In this course, students will participate in supervised application of classroom instructional methods, evaluative techniques and classroom management skills in clinical settings. The student is required to work in the schools with a master teacher in the student's subject field and in informal educational settings or community-based programs. Also open to music degreed students seeking certification. Students are expected to complete 30 hours of observation and teaching in these settings.
- MUED 464** **Practicum III. (1)** (Prereq: MUED 446; Coreq: MUED 456) In this course, students will participate in supervised application of classroom instructional methods, evaluative techniques and classroom management skills in clinical settings. The student is required to work in the schools with a master teacher in the student's subject field and in informal educational settings or community-based programs. Also open to music degreed students seeking certification. Students are expected to complete 30 hours of observation and teaching in these settings.
- MUED 470** **Internship in Music Education. (12)** (Prereq: Admission to the Professional Program and Internship in Music Education; Coreq: MUED 476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.
- MUED 476** **Senior Seminar. (3)** (Prereq: Admission to the Professional Program; Coreq: MUED 470) The synthesis and critical evaluation of professional studies in music education.

### Theatre (THEA)

- THEA 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.
- THEA 161** **Introduction to Theatre Art. (3)** Understanding and criticism of dramatic literature, history and production.
- THEA 170** **Fundamentals of Acting I. (3)** The technique of body and voice control; improvisations; interpretation of characters: characterization applied to scenes.
- THEA 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).
- THEA 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).

<b>THEA 223</b>	<b>Lighting Studio Laboratory. (1)</b> 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).		
<b>THEA 227</b>	<b>Costume Studio Laboratory. (1)</b> 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).	<b>THEA 357</b>	<b>Costume Design Studio. (3)</b> (Prereq: THEA 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.
<b>THEA 228</b>	<b>Stage Management Laboratory. (1)</b> 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).	<b>THEA 361</b>	<b>History of Theatre I. (3)</b> (Prereq: THEA 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.
<b>THEA 229</b>	<b>Theatre Management Laboratory. (1)</b> 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).	<b>THEA 362</b>	<b>History of Theatre II. (3)</b> (Prereq: THEA 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.
<b>THEA 251</b>	<b>Scenic Production Techniques. (3)</b> (Prereq: THEA 151 or permission of the instructor; Coreq: THEA 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.	<b>THEA 370</b>	<b>Intermediate Acting. (3)</b> (Prereq: THEA 170) A continuation of scene study and character development. (Students who received credit for THEA 171 may not take this course for credit.)
<b>THEA 253</b>	<b>Stage Lighting Design and Technology. (3)</b> (Prereq: THEA 151 or permission of the instructor; Coreq: THEA 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.	<b>THEA 372</b>	<b>Fundamentals of Movement in the Performing Arts. (1)</b> 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.)
<b>THEA 254</b>	<b>Scenic Design and Theatrical Graphics. (3)</b> (Prereq: THEA 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.	<b>THEA 374</b>	<b>Intermediate Modern Theatrical Dance. (1)</b> (Prereq: THEA 274). Continuation of THEA 274, increased dance skills through creative movement, patterns, improvisations, and compositional problems. (May be repeated for degree credit for a total of 3 hours.)
<b>THEA 257</b>	<b>Theatrical Costume Design and Production. (3)</b> (Prereq: THEA 151 or permission of the instructor; Coreq: THEA 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.	<b>THEA 375</b>	<b>Beginning Ballet. (1)</b>
<b>ATHE 274</b>	<b>Beginning Modern Theatrical Dance. (1)</b> Fundamental skills and terminology through creative movement, patterns, and improvisation.	<b>THEA 376</b>	<b>Intermediate Ballet I. (1)</b> (Prereq: THEA 375 or consent of instructor.)
<b>THEA 353</b>	<b>Lighting Design Studio. (3)</b> (Prereq: THEA 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.	<b>THEA 377</b>	<b>Intermediate Ballet II. (1)</b> (Prereq: THEA 376 or consent of instructor. May be repeated for degree credit for a total of 3 hours.)
<b>THEA 354</b>	<b>Scenic Design Studio. (3)</b> (Prereq: THEA 254) A project-oriented study of scenic design techniques,	<b>THEA 378</b>	<b>Beginning Jazz Dance. (1)</b> (Prereq: none) Performance of Jazz dance and its styles from its origins to its use of the contemporary stage.
		<b>THEA 379</b>	<b>Intermediate Jazz Dance. (1)</b> (Prereq: THEA 378) Development of Jazz movement and styles. Control, rhythm, and continuity are emphasized. A continuation of THEA 378.
		<b>THEA 398</b>	<b>Topics in Theatre. (3)</b> (Prereq: permission of instructor) Study of selected topics in theatre. Individual title and suffix to be announced with each topic.
		<b>THEA 399</b>	<b>Independent Study. (3-6)</b> (Prereq: permission of instructor)
		<b>THEA 453</b>	<b>Advanced Lighting Design Studio. (3)</b> (Prereq: THEA 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.
		<b>THEA 454</b>	<b>Advanced Scenic Design Studio. (3)</b> (Prereq: THEA 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.

- THEA 455**     **Stage Management. (3)** (Prereq: THEA 151, 170) A practical study of the principles and procedures of stage management for the theatre.
- THEA 457**     **Advanced Costume Design Studio. (3)** (Prereq: THEA 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.
- THEA 478**     **Play Direction. (3)** (Prereq: THEA 370 and THEA 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.
- THEA 522**     **Creative Drama. (3)** Methods and techniques in developing and leading informal dramatic activity with children.
- THEA 526**     **Children's Theatre. (3)** (Prereq: consent of instructor) Special problems in producing plays for child audiences.
- THEA 529**     **Theatre Management. (3)** Problems involved in organizing, administering and promoting the non-professional theatre.
- THEA 570**     **Advanced Acting. (3)** (Prereq: THEA 170, 370) Theory and practice in the development of a role and an understanding of the audience-actor relationship.
- THEA 575**     **Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.
- THEA 576**     **Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.
- THEA 596**     **Directed Internship in Theatre. (3)** (Prereq: THEA 155, 288, 170, 370, 575 and consent of instructor) Supervised Professional Experience in Theatre. (contract required)

---

## OTHER COURSES OFFERED BY THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

---

### 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 310**     **Leadership Exchange. (2)** (Prereq: 30 credit hours and consent of instructor) This course will offer students an in-depth analysis of an important social issue facing our society and how citizens can make a difference through their leadership and grassroots efforts. Travel to another part of the country will be required as part of the course.
- ASUP 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.

### Critical Inquiry

- AFCI 101**     **Critical Inquiry. (1)** Focused on the First-Year Reading, this course is designed to develop critical inquiry and information literacy skills.

### Human Services

- HMSV 201**     Introduction to Human Services. (3) (Prereq: SOCY 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

- HSSI 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.
- HSSI 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.
- HSSI 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.
- HSSI 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.
- HSSI 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

---

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.

## Ruth Patrick Science Education Center

### Director

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

---

### Mission Statement

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

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

### Services

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

#### Allendale Elementary Professional Development School

**Director** Gwendolyn B. Johnson (Mathematics Education), Ph.D., University of South Carolina, 2009

#### Center of Excellence in Educational Technology (CEET)

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

#### Center of Excellence in Middle-Level Interdisciplinary Strategies for Teaching (CE-MIST)

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

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

#### Professional Learning

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

**Mathematics Specialist** William R. Cue (Political Science), B.A., University of South Carolina, 1981

#### DuPont Planetarium

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

**Program Director** Darlene C. Smalley (Geosciences), B.S., Pennsylvania State University, 1979

**Planetarium Educator** Monica Dainer (Nursing), B.S., Medical University of South Carolina, 1979

#### **Student Programs**

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

**Program Specialist**, John M. Hutchens, (Community and Occupational Programs in Education), M.Ed., University of South Carolina, 2001  
Program Specialist, Darlene C. Smalley, (Geosciences), B.S., Pennsylvania State University, 1979

**Position Open--Science and Technology Enrichment Program (STEP)**

#### **Science Store**

**Manager** Aimee Barton, (General Studies), A.A., Darton College, 2011

#### **Traveling Science and Mathematics Demonstrations Program (TSM DP) and RPSEC Special Programs**

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

---

## **DEPARTMENT OF BIOLOGY AND GEOLOGY**

---

William H. Jackson, Jr., Department Chair

#### **Professors**

Allen J. Dennis (Geology), Ph.D., University of South Carolina, 1989,  
*SCANA Chair in Physical Sciences*  
*Carolina Trustee Professor*  
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  
Garriet W. Smith (Microbiology), Ph.D., Clemson University, 1981,  
*Washington Savannah River Company Endowed Chair in Sciences*

#### **Associate Professors**

Andrew R. Dyer, (Plant Ecology), Ph.D., University of California, Davis, 1996, *Washington Group Endowed Chair in Sciences or Mathematical Sciences*  
S. Michele Harmon, (Environmental Health Sciences), Ph.D., University of South Carolina, 2003  
William H. Jackson, Jr., (Immunology), Ph.D., Medical College of Georgia, 1995  
Derek A. Zelmer, (Biology), Ph.D., Wake Forest University, 1998

#### **Assistant Professors**

April DeLaurier, (Biochemistry), Ph.D., University College of London, 2003.  
C. Nathan Hancock, (Biochemistry), Ph.D., University of Missouri-Columbia, 2005  
Virginia R. Shervette, (Wildlife and Fisheries Sciences), Ph.D., Texas A&M University, 2006  
Michelle L. Vieyra, (Biology), Ph.D., University of South Carolina, 2006

#### **Senior Instructor**

Karin L. Willoughby (Geology), M.S., Virginia Polytechnic Institute and State University, 1975

#### **Instructor**

Stephanie J. Muga (Biochemistry), Ph.D., University of Texas-Austin, 1995

#### **Laboratory Manager/Instructor**

Bradley D. Reinhart (Environmental Toxicology), M.S., University of Georgia, 2003

#### **Adjunct Faculty**

J. Whitfield Gibbons (Zoology), Ph.D., Michigan State University, 1967  
Norris L. O'Dell (Biology), Ph.D., Medical College of Georgia, 1972,  
D.M.D., Medical College of Georgia, 1975  
Pam Steen (Biomedical Sciences), Ph.D., Medical College of Georgia, 2008  
Frank H. Syms (Geology), Ph.D., University of South Carolina, 2002  
Robert Van Pelt (Geology), Ph.D., City University of New York, 1990  
Douglas E. Wyatt (Geology), Ph.D., University of South Carolina, 1995

#### **Distinguished Professors Emeriti**

Harry E. Shealy, Jr. (Botany), Ph.D., University of South Carolina, 1972  
John D. Spooner (Entomology), Ph.D., University of Florida, 1964  
John B. Westbrook (Zoology), Ph.D., University of Georgia 1972

#### **Professor Emeritus**

James R. Yates (Molecular Genetics), Ph.D., State University of New York at Albany, 1988

### **Department Mission Statement**

The mission of the Department of Biology and Geology is to provide an engaging learning environment through excellence in teaching and active faculty and student scholarship. Our main purpose is to develop in our students an understanding of the importance and application of the scientific method as it pertains to both the biological and geological sciences. This is accomplished through faculty/student interactions that reinforce the tenets of the scientific method and expose students to a diversity of discipline-specific problems and the means by which those problems are addressed.

### **Curricula**

The department offers a Bachelor of Science or Bachelor of Arts degree in Biology, a minor in Biology or Geology, and up to three years of Geology curriculum transferable to other undergraduate institutions. Additionally, we offer courses that support a number of other degrees and that satisfy the university's General Education Laboratory Science requirement. Students pursuing a biology degree take a mixture of general education courses (e.g., English, Humanities, and Mathematics) and up to 45 semester hours of coursework within the major. Our curriculum consists of four core courses, which include two semesters of introductory biology, genetics, and ecology/evolution, as well as eight upper division courses that are tailored to the student's particular interests. Our BA and BS biology degrees also require students to complete a minor from a single area or a cognate consisting of courses that support the major. The biology degree culminates with a research-oriented capstone experience that provides students with a comprehensive overview of the methodologies of scientific research. To this end, the Department of Biology and Geology has a long history of providing students with the opportunity to integrate research experiences throughout their degree program. We offer a number of research courses that allow students to work closely with a faculty member in their research laboratory.

We also offer a Bachelor of Science degree with a concentration in Environmental Remediation and Restoration for students interested in careers in Environmental Science. This degree is very similar to our traditional B.S. degree, but has more specific requirements for coursework in biology and geology, undergraduate research, and the cognate.

## Departmental Goals

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

1. Developed critical thinking skills
2. Applied the Scientific Method
3. Developed research skills
4. Demonstrated an understanding of the history, terminology, principles, and unifying theories of the Biological and/or Geological sciences

More information about the Biology Program's mission, goals, faculty research interests, student research opportunities, and advisement is presented in the *Department of Biology and Geology Student Handbook* available from faculty advisors or the Departmental Office. Also see our home page on the web at <http://web.usca.edu/biology/index.dot>.

## Technological Literacy in Biology

To meet the requirement of computer competency, Biology majors are required to successfully complete BIOL 121 and 122, Introductory Biology I and II; BIOL 350, Fundamental Genetics; BIOL 370, Ecology and Evolution; and BIOL 490, Senior Seminar, or BIOL 498.

## 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**  
**Knowledge of Human Cultures and the Physical and Natural World** ..... 32-34
2. **General Education**  
**Intellectual and Practical Skills** ..... 16-17
3. **General Education**  
**Personal and Social Responsibility** ..... 3
4. **Courses in Major**  
**(Biology Courses)** ..... 40-45
5. **Cognate or Minor**  
**(Upper level courses that support the major)** ..... 12-19
6. **Elective Courses** ..... 2-17

**Must be a minimum of 120 semester hours**

It is the responsibility of each student to take the steps necessary to meet all requirements for the degree.

## Cognate

The cognate consists of 12 semester hours of courses designed to support the Biology major, and is generally distributed over multiple subjects/departments. The coursework required depends on the specific biology degree, either BA or BS, and is typically determined through consultation with the student's academic advisor. However, in general, the BS cognate is taken from Chemistry, Geology, and Physics, while the BA cognate is taken from areas within the humanities or business.

## Minor

A minor consists of approximately 18 semester hours of coursework in a single area and may be completed with either the BA or BS biology degree. The BS biology degree requires that the minor be taken from the College of Sciences, particularly Chemistry, Geology, Mathematics, or Psychology, while the BA biology degree allows students to complete a minor from either the Humanities or Business. The specific requirements are established by the department/school offering the minor program.

## Undergraduate Research

The Department of Biology and Geology offers a series of independent study and research courses designed to build student skills and proficiency in critical thinking, decision making, interpretation of data and written and oral communication. Students may begin as Freshmen with BIOL 199 and continue through their Sophomore and Junior years with BIOL 299 and 399. The series culminates with a Senior Research course (BIOL 499). The Department also offers Special Topics courses (BIOL 598 and GEOL 398, 598) in response to student interest and faculty expertise. All majors are required to participate in our seminar series (BIOL 490/GEOL 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 .....51-54

#### A. Knowledge of Human Cultures and the Physical and Natural World .....32-34

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 29-30.

1. Natural Sciences..... 8  
Chemistry 111 and 112 (2 labs)
2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
4. Languages ..... 6-8  
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)<sup>1</sup> ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

#### B. Intellectual and Practical Skills .....16-17

1. Critical Inquiry ..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.

2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
3. Oral Communication.....	3
(COMM 201, COMM 241)	
4. Math/Statistics/Logic.....	6-7
MATH 122 or MATH 141 .....3-4	
STAT 201, PSYC 225, or BADM 296 ..... 3	
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).	
5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on page 43.	
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.	
For more information, see Writing Intensive Course Definition on page 30.	

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

1. American Political Institutions.....	3
(POLI 201, HIST 201, or HIST 202)	
2. Inter-Curricular Enrichment Program (ICE)	
Two approved events in each semester of enrollment.	
For more information, see ICE Program requirements on page 43.	

**D. Integrative Learning**

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

<b>2. Major Requirements<sup>2</sup> .....</b>	<b>40-44</b>
Biology 121, 122.....	8
Biology 350, 370.....	8
One additional course at the 300 - level (not 399).....	4
Two 500-level courses .....	6-8
Two additional courses at the 300-level or above (no 598)* .....	7-8
*BIOL 399 may be used for three hours of biology credit.	
Biology 498 .....	4
Major elective: one additional geology (not GEOL 201) or 300-level or above biology course .....	3-4
<b>3. Cognate or Minor .....</b>	<b>12-18</b>
BA Biology majors may choose a minor from either Business or the College of Humanities; those who choose a cognate should first consult with their academic advisor to determine the courses that would best satisfy this requirement.	
<b>4. Electives<sup>3,4</sup>.....</b>	<b>4-17</b>

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

<sup>1</sup> For a list of courses that will meet the Humanities general education

requirement, see page 33.

- <sup>2</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 121, 122, 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>3</sup> No more than three hours of activity courses may be counted as electives.
- <sup>4</sup> Physics 201 and 202 are highly recommended electives and are required for admission into some professional schools.

**Bachelor of Science—Major in Biology**

**1. General Education Requirements .....51-54**

**A. Knowledge of Human Cultures and the Physical and Natural World .....32-34**

At least 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 29-30.

1. Natural Sciences.....	8
Chemistry 111 and 112 (2 labs)	
2. History of Civilization .....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities (at least two areas) <sup>1</sup> .....	9
Communications (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym) Honors (HONS acronym)	

**B. Intellectual and Practical Skills .....16-17**

1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.	
2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	

3. Oral Communication.....	3
(COMM 201, COMM 241)	
4. Math/Statistics/Logic.....	6-7
MATH 122 or MATH 141 .....3-4	
STAT 201, PSYC 225, or BADM 296 ..... 3	
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).	

5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on page 43.	

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions.....3  
(POLI 201, HIST 201, or HIST 202)
2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 48.

**D. Integrative Learning**

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

**2. Major Requirements<sup>2</sup> ..... 40-44**

- Biology 121, 122.....8
- Biology 350, 370.....8
- One additional course at the 300 - level (not 399).....4
- Two 500-level courses ..... 6-8
- Two additional courses at the 300-level or above (no 598)\*..... 7-8
- \*BIOL 399 may be used for three hours of biology credit.
- Biology 490 or Geology 490 AND Biology 499 OR Biology 498.....4
- Major elective: one additional geology (not GEOL 201) or 300-level or above biology course..... 3-4

**3. Cognate or minor ..... 12-18**

B.S. Biology majors who choose to complete a minor must select from an available minor within the College of Sciences; those who choose a cognate may select from one of three cognate concentrations:

**Option 1. Geology Concentration**

Option 1 can be satisfied by upper level geology:  
Three courses taken from the 300-, 400- or 500-level.....12  
Students pursuing this cognate must first complete GEOL 101.

**Option 2. Physics/Organic Chemistry Concentration**

Option 2 can be satisfied by a combination of physics and organic chemistry; however if only one of each is taken, four additional hours may be obtained from upper level chemistry, computer science, experimental psychology, geology, mathematics, or statistics.  
Physics (201, 202, or 211, 212) ..... 4-8  
Organic Chemistry (331, 331L, 332, 332L) ..... 4-8

**Option 3. Geology/Organic Chemistry Concentration**

Option 3 can be satisfied by a combination of geology and organic chemistry:  
Environmental Geomorphology (GEOL 401) .....4  
Organic Chemistry (331 and 331L) .....4  
Additional physical science (geology, chemistry, or physics) .....4

**4. Electives<sup>3,4</sup>..... 4-17**

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

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.  
<sup>2</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 121, 122, 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>3</sup> No more than three hours of activity courses may be counted as electives.  
<sup>4</sup> Physics 201 and 202 are highly recommended electives and are required for admission into some professional schools.

**Bachelor of Science—Major in Biology with a Concentration in Environmental Remediation and Restoration**

**1. General Education Requirements .....51-54**

**A. Knowledge of Human Cultures and the Physical and Natural World .....32-34**

At least 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 29-30.

1. Natural Sciences..... 8  
Chemistry 111 and 112 (2 labs)
2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography
4. Languages ..... 6-8  
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)<sup>1</sup> ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

**B. Intellectual and Practical Skills ..... 16-17**

1. Critical Inquiry..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. Oral Communication..... 3  
(COMM 201, COMM 241)
4. Math/Statistics/Logic ..... 6-7  
MATH 122 or MATH 141 ..... 3-4  
STAT 201, PSYC 225, or BADM 296 ..... 3  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.).

5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 33.

- C. Personal and Social Responsibility.....3**
1. American Political Institutions.....3  
(APLS 201, AHST 201, or AHST 202)
  2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 48.

**D. Integrative Learning**

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

- 2. Major Requirements<sup>2</sup>..... 40-42**
- Biology 121, 122.....8
  - Biology 370.....4
  - Biology 390.....4
  - Biology 335.....4
  - Two additional courses at the 300-level or above (no 598)\*..... 7-8
  - \*ABIO 399 may be used for up to 3 hours of biology credit
  - ABIO 576 (Two topics courses).....6
  - Biology 490 or Geology 490.....1
  - Biology 499.....3
  - Major elective: one additional geology (not AGLY 201) or 300-level or above biology course..... 3-4
- 3. Cognate for BS Biology with ERR Concentration.....12**
- Organic Chemistry (331 and 331L) .....4
  - Environmental Geomorphology (AGLY 401) .....4
  - Additional upper level physical science (choose from Geology, Chemistry, or Physics) .....4
- 4. Electives<sup>3,4</sup>..... 12-17**

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

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.  
<sup>2</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 121, 122, 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>3</sup> No more than three hours of activity courses may be counted as electives.  
<sup>4</sup> Physics 201 and 202 are highly recommended electives and are required for admission into some professional schools.

**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 (BIOL 121 and 122). The Biology Minor consists of a minimum of 15 hours at or above the 300-level. At least seven hours toward the Biology minor must be completed at USC Aiken. 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, 425, 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. At least seven hours toward the Geology minor must be completed at USC Aiken. The Geology Minor consists of a minimum of 15 hours drawn from the following:

- GEOL 102 Historical Geology .....4
- GEOL 311 Paleontology .....4
- GEOL 325 Depositional and Diagenetic Environments .....4
- GEOL 331 Structural Geology .....4
- GEOL 335 Igneous and Metamorphic Environments.....4
- GEOL 336 Introduction to Geophysics .....4
- GEOL 398 Topics in Geology..... 1-4
- GEOL 401 Environmental Geomorphology .....4
- GEOL 425 Coastal Field Geology .....4
- GEOL 431 Southern Appalachian Geology.....4
- GEOL 500 Field Geology .....6
- GEOL 570 Environmental Hydrogeology .....3
- GEOL 571 Environmental Hydrogeology Laboratory .....1
- GEOL 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 (BIOL)**

**BIOL 103 Plant Science. (4)** Plant Science is designed to introduce non-biology majors to science and the scientific method through the concepts of botany. The significance of plants, plant development, physiology, genetics, evolution and ecology will be considered. Three lecture hours and three lab hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL 200 may not earn credit for BIOL 103.

**BIOL 104 Human Biology. (4)** Human biology is designed to introduce non-biology majors to science and the scientific method through the concepts of human biology. Topics include an overview of human anatomy and physiology,

immunity and disease, cancer biology, and genetics. Three lecture and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL 205 may not earn credit for BIOL 104.

- BIOL 105** **Genetics and Society. (4)** Genetics and Society is designed to introduce non-biology majors to science and the scientific method through the concepts of genetics. Basic genetic principles emphasizing human heredity and the relevance of recent advances in genetics will be considered. Three lecture and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL 206 may not earn credit for BIOL 105.
- BIOL 106** **Environmental Life Science. (4)** Environmental Life Science is designed to introduce non-biology majors to science and the scientific method through the concepts of ecology and environmental issues. Although the specific focus of each section may vary, all sections will address the basic biological and ecological principles that govern organismal and environmental interactions. Three lecture hours per week and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL 270 may not earn credit for BIOL 106.
- BIOL 121** **Biological Science I. (4)** Biological principles and concepts through the cellular level of organization including evolutionary processes. This is one of two required introductory courses for biology majors and students in related disciplines. Three lecture and three laboratory hours per week. Students who earned credit for BIOL 101 may not earn credit for BIOL 121.
- BIOL 122** **Biological Science II. (4)** Biological principles and concepts from the tissue through ecosystem levels of organization including evolutionary processes. This is one of two required introductory courses for biology majors and related disciplines. Three lecture and three laboratory hours per week. Students who earned credit for BIOL 102 may not earn credit for BIOL 122.
- BIOL 199** **Biological Research I. (2)** (Prereq: consent of instructor, 4 hours of biology credit). An independent study course in which students will conduct a literature review and write a proposal for a research project or conduct a preliminary research project. This course is intended for freshman or sophomore biology majors. To successfully complete this course, students must produce a written proposal for future research or a written or oral report of results. May not be used to meet general education requirements or for biology major credit. This course may be repeated for a maximum of 4 credits. Contract required.
- BIOL 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.
- BIOL 242** **Physiology. (4)** (Prereq: BIOL 232 (C or better) and CHEM 101 or CHEM 111) A survey course that encompasses all major organ systems of the human body. All explanations begin at the cellular level and include the biochemical mechanisms at this level. Therefore, a basic understanding of biology and chemistry is required. Knowledge of anatomy is necessary for successful completion of this course. Required of students in

nursing and pre-pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week.

- BIOL 250** **Microbiology. (4)** (Prereq: (BIOL 242 and either CHEM 101 or CHEM 111) or (EXSC 223 and either CHEM 101 or CHEM 111)) An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Three lecture and three laboratory hours per week. Not available for biology major credit.
- BIOL 299** **Biological Research II. (2)** (Prereq: consent of instructor, 8 hours of biology credit). An independent study course in which students will propose and complete a research project. This course is intended for sophomore or junior biology majors. In order to successfully complete this course students must: actively participate in lab or field activities (to include regular meetings with their mentor) and produce a written or oral report of results. May not be used to meet general education requirements or for biology major credit. This course may be repeated for a maximum of 4 credits. Contract required.
- BIOL 302** **Cell and Molecular Biology. (4)** (Prereq: BIOL 121 and CHEM 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.
- BIOL 315** **Comparative Vertebrate Anatomy. (4)** (Prereq: BIOL 122 and sophomore standing) Phylogenetic and comparative aspects of anatomy and embryology. Three lecture and three laboratory hours per week.
- BIOL 316** **Vertebrate Zoology. (4)** (Prereq: BIOL 122 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.
- BIOL 320** **Principles of Botany. (4)** (Prereq: BIOL 122) 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.
- BIOL 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.
- BIOL 330** **Fundamentals of Microbiology. (4)** (Prereq: BIOL 121 and CHEM 111) An introduction to the Bacterial and Archeal Domains, emphasizing phylogenetics, metabolic diversity, genetic regulation and physiological activities. Discussion of signal transduction pathways, genetic transfer mechanisms, symbiosis and the ecological significance of these processes. Three lecture hours and three laboratory hours per week.
- BIOL 335** **Microbial Ecology. (4)** (Prereq: BIOL 330 or Consent of Instructor) Microbial Ecology will introduce students to ecological principles as they apply to microorganisms, as well as evolution, biochemical communication, and other factors related to how microorganisms adjust and modify their environment. Examples of symbiosis and other evolutionary mechanisms will be considered in the context of infectious disease. Three lecture hours and three laboratory hours per week.

- BIOL 336** **Biology of Fishes. (4)** (Prereq: BIOL 121 and 122) Overview of the biology, evolution, ecology, and conservation of fishes including aspects of systematics, distribution, morphology, life history, and behavior with special emphasis on freshwater and marine species of the Southeastern U.S. Field trips and collections required. Three lecture and three laboratory hours per week.
- BIOL 340** **Virology. (4)** (Prereq: BIOL 121 and 122) 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.
- BIOL 350** **Fundamental Genetics I. (4)** (Prereq: BIOL 121 and 122, CHEM 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.
- BIOL 360** **Animal Physiology. (4)** (Prereq: BIOL 121 and 122, CHEM 111) Cellular, systemic and organismal principles with a significant emphasis upon comparative aspects of animal physiology. Three lecture and three laboratory hours per week.
- BIOL 365** **Animal Nutrition. (3)** (Prereq: BIOL 121 and 122) Basic concepts of companion animal nutrition including a survey of the primary macromolecules, vitamins and minerals; comparative anatomy and physiology of metabolic, digestive and urinary systems; analysis and comparison of commercially available feeds; nutrient requirements for specific animal species and life stages. Three lecture hours per week.
- BIOL 366** **Animal Behavior. (4)** (Prereq: BIOL 121 and 122) An introduction to the mechanistic and evolutionary components of animal behavior including the nervous system, sensory systems, hormones and genetics as well as a survey of general behaviors such as habitat selection, feeding, mating, communication and aggression. One Saturday field trip required. Three lecture and three laboratory hours per week.
- BIOL 367** **Neurobiology (4)** (Prereq: BIOL 121 and 122 or consent of instructor) An introduction to the structure and function of the human nervous system to include basic neuroanatomy, neurophysiology and interaction/cooperation between the nervous, sensory, muscle and endocrine systems. Emphasis will be placed on cellular processes and communication. The lab will focus on brain dissection and electrophysiological demonstrations/student designed experiments. Three lecture and three lab hours per week.
- BIOL 370** **Ecology and Evolution. (4)** (Prereq: BIOL 122 and MATH 111 or above, or BIOL 122 and 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.
- BIOL 381** **Tropical Marine Biology. (3)** (Prereq: BIOL 370 or 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 a field station in the tropics. Special permission required. Additional fees assessed for travel and field station use. Students may count only BIOL 381 or BIOL 575 Topics in Ecology: Ecology of the Bahamas for major credit in Biology. Students who earned credit for BIOL 581 may not earn credit for BIOL 381.
- BIOL 390** **Environmental Science and Human Health. (4)** (Prereq: BIOL 121 and 122, CHEM 111) A focus on the interactions between humans and the environment. Course provides information on environmental quality and the impact of environmental degradation on human health, wildlife, and other bioreceptors in aquatic and terrestrial ecosystems. The course will address environmental stressors and pollution, their sources in the environment, their modes of transport and transformation, and their ecological and human health effects. Three lecture and three laboratory hours per week.
- BIOL 399** **Biological Research III. (3)** (Prereq: consent of instructor, 16 hours of biology credit) An independent study course in which students will propose and complete a research project. This course is intended for junior or senior biology majors. In order to successfully complete this course students must: actively participate in lab or field activities (to include regular meetings with their mentor), produce a written or oral report of results, and prepare a formal proposal for their Senior Research project (unless taken after completion of the Senior Research requirement). This course may be repeated for a maximum of 6 hours of credit, three of which may be used towards the biology major. Contract required.
- BIOL 490** **Senior Seminar. (1)** (Prereq: 90 semester hours; Coreq: BIOL 499) 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 must be taken as a co-requisite with biology capstone course, BIOL 499. Students enrolled in Senior Seminar will be expected to pose a question of scientific significance and prepare a research proposal describing an appropriate experimental design to answer the question. Research proposals will be evaluated based on the student's ability to discuss the question, propose pertinent experiments to test the question, and to make proper use of the scientific literature. The course will culminate in student oral presentations of work conducted in the capstone course.
- BIOL 498** **Research Design, Implementation, and Analysis (4)** (Prereq: Senior status). A capstone experience designed to provide a comprehensive overview of the methodologies of biological research with emphasis on hypothesis formation, experimental design, data analysis, and interpretation through reviews of the scientific literature. Students will learn and practice techniques for data calculation, analysis, and presentation. Class times will also be dedicated to the development of the skills necessary to present scientific results to a wider audience through discussion of techniques observed in the departmental seminars. Three lecture hours per week and attendance at Friday departmental seminars.
- BIOL 499** **Applied Biological Research Design, Implementation, and Analysis. (3)** (Prereq: consent of instructor and senior status; Coreq: BIOL 490 or GEOL 490). A capstone experience designed to introduce students to the planning and execution of research and the presentation of research findings. Students will work directly with a faculty member to develop and carry out a research project of biological significance. Enrollment in this



course requires an independent study contract and must be taken along with BIOL/GEOL 490 Senior Seminar. BIOL 499 is specifically designed for those who show a desire to conduct biological research. Minimum time requirement: one conference and five laboratory or field hours per week.

- BIOL 502** **Advanced Cell/Molecular Biology. (3)** (Prereq: BIOL 302 or 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.
- BIOL 516** **Herpetology. (4)** (Prereq: BIOL 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.
- BIOL 525** **Conservation Biology. (3)** (Prereq: BIOL 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.
- BIOL 528** **Seasonal Flora. (4)** (Prereq: BIOL 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. Seasonal Flora is normally offered in Maymester.
- BIOL 531** **Parasitology. (4)** (Prereq: BIOL 370) A survey of the major parasite taxa, the evolutionary relationships among them, and the ecological and evolutionary consequences of utilizing other organisms as habitat. The laboratory portion of the course focuses on the collection, preservation, and identification of parasitic organisms, culminating in development of a parasite collection by each student. Field trips required. Three lecture and three laboratory hours per week.
- BIOL 540** **Cancer Biology. (3)** (Prereq: BIOL 302 or BIOL 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.
- BIOL 541** **Principles of Biochemistry. (3)** (Prereq: CHEM 332 and BIOL 121 or consent of instructor) A survey of the fundamental principles of biochemistry. The topics covered include: cellular chemistry, amino acid structure and chemistry, protein structure, carbohydrate chemistry, enzyme kinetics and enzyme inhibition. Three lecture hours per week.
- BIOL 542** **Principles of Biochemistry II. (3)** (Prereq: BIOL 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.
- BIOL 550** **Immunology. (3)** (Prereq: BIOL 302 or 350 or consent of instructor) Basic immunological concepts including hematopoiesis; immunoglobulin structure, function, and genetics; antigen processing and presentation; cellular immunology; hypersensitivity; immune responses to disease; and vaccines. Three lecture hours per week.
- BIOL 560** **Aquatic Biology. (4)** (Prereq: BIOL 370) An examination of the physical and chemical characteristics of freshwater habitats and the ecology of freshwater organisms. The laboratory portion of the course will focus on collection of aquatic organisms and quantification of relevant habitat characteristics. Field trips required. Three lecture and three laboratory hours per week.
- BIOL 570** **Principles of Ecology. (4)** (Prereq: BIOL 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.
- BIOL 575** **Topics in Ecology. (3-4)** (Prereq: BIOL 370). Any of the courses listed below are offered only if student interest is sufficient. Courses are not part of the Department's standard course sequence. Courses include Ecology of the Bahamas, Ecology of the Southern Appalachians, Forest Ecology, Marine Ecology, and Wetlands Ecology. Students may count only BIOL 380 or BIOL 575 Topics in Ecology: Ecology of the Bahamas for major credit in Biology. Credit awarded for successful completion is dependent on the course offered: four credit hours accompany courses with a laboratory component.
- BIOL 576** **Topics in Environmental Science. (3)** (Prereq: Specified by semester according to topic). Selected topics in environmental science; courses are intended to provide specific instruction/training in the areas of environmental remediation and restoration. Topics include Environmental Remediation, Toxicology and Risk Assessment, Restoration Ecology, and other topics not covered in existing courses. Three lecture hours per week.
- BIOL 583** **Pathology of Coastal Organisms. (3)** (Prereq: BIOL 330 or 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 also will be covered. Course will consist of lectures, field trips, and evening laboratories. Course will be taught at a field station in the tropics. Special permission required. Additional fees assessed for travel and by the field station.
- BIOL 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 (GEOL)

- GEOL 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.
- GEOL 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.
- GEOL 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.
- GEOL 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.
- GEOL 311 Paleontology. (4)** (Prereq: GEOL 101, or BIOL 121, 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.
- GEOL 325 Depositional and Diagenetic Environments. (4)** (Prereq: GEOL 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.
- GEOL 331 Structural Geology. (4)** (Prereq: MATH 141 or MATH 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.
- GEOL 335 Igneous and Metamorphic Environments. (4)** (Prereq: GEOL 101, CHEM 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.
- GEOL 336 Introduction to Geophysics. (4)** (Prereq: MATH 142, GEOL 101, and PHYS 201 or PHYS 211) Structure and dynamics of the solid earth; fundamentals of plate tectonics, geodesy, gravity, seismology, geochronology, and thermal studies. Includes laboratory.
- GEOL 363 Geographic Information Systems (GIS) in the Sciences. (4)** (Prereq: GEOL 101 or GEOL 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.
- GEOL 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.
- GEOL 399 Independent Study. (1-4)** (Prereq: permission of instructor)
- GEOL 401 Environmental Geomorphology. (4)** (Prereq: GEOL 101 or GEOL 103 or GEOL 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.
- GEOL 425 Coastal Field Geology. (4)** (Prereq: GEOL 101 or GEOL 201) Investigation of the primary structures and geomorphology of the Holocene and Pleistocene shorelines of selected sites through a series of field trips and lectures. Additionally, aspects of Paleogene stratigraphy, neotectonics, and human interaction with the coast will be reviewed. Classwork will be conducted in the field. Requires seven nights camping during Maymester or five nights over Spring Break. Special fee assessed at registration covers lodging and transportation on the trips.
- GEOL 431 Southern Appalachian Geology. (4)** (Prereq: GEOL 101) The stratigraphic, structural, magmatic, and metamorphic features of the Southern Appalachian origin, studied through the readings in the literature and outcrop observation. Requires one weekend field trip and a five day field trip over Spring Break. Special Fee assessed at registration covers lodging and transportation on the trips.
- GEOL 490 Senior Seminar. (1)** (Prereq: 90 semester hours; Coreq: BIOL 499) 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 must be taken as a co-requisite with biology capstone course, BIOL 499. Students enrolled in Senior Seminar will be expected to pose a question of scientific significance and prepare a research proposal describing an appropriate experimental design to answer the question. Research proposals will be evaluated based on the student's ability to discuss the question, propose pertinent experiments to test the question, and to make proper use of the scientific literature. The course will culminate in student oral presentations of work conducted in the capstone course.
- GEOL 500 Field Geology. (6)** (Prereq: 16 hours in geology, not including GEOL 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.
- GEOL 570 Environmental Hydrogeology. (3)** (Prereq: GEOL 101 and MATH 122 or MATH 141 or consent 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 GEOL 571 is optional).

**GEOL 571 Environmental Hydrogeology Laboratory. (1)** (Coreq: GEOL 570) Laboratory to accompany Environmental Hydrogeology (GEOL 570).

**GEOL 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.

---

## DEPARTMENT OF CHEMISTRY AND PHYSICS

---

Monty Fetterolf, Department Chair

### Professor

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

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

### Associate Professors

Nandoo Choony (Chemistry), Ph.D., University of Surrey, UK, 1999

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

### Assistant Professors

Gerard Rowe (Chemistry), Ph.D., Boston University, 2008

### Laboratory Manager/ Instructor

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

### Senior Instructor

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

### Instructors

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

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

### Adjunct Faculty

Alecia English (Chemistry), M.S. Brigham Young University, 2007

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

William Perella (Chemistry), B.S., University of South Carolina, Aiken, 2000

### 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

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

### Distinguished Professor Emeritus

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

### Professor Emeritus

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

## Department Mission Statement

The Department of Chemistry and Physics strives to offer curricula of high academic quality, to foster an environment supportive of scholarly activity, to provide service courses for the general education of undergraduate students, and to serve as a resource for the community. To this end, the department offers a B.S. Degree 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 all requirements for the degree are completed. Students will be assisted in course selection by their major advisor. To receive a B.S. with a Major in Chemistry, a student must take at minimum the last twelve hours of chemistry courses at USC Aiken, which are CHEM 511, CHEM 511L, CHEM 522 and Senior Research - CHEM 499.

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 300-level or above and may be distributed over more than one subject area. There are also department approved 200-level courses that count for cognate. They are as follows: BIOL 242 -- Physiology, BIOL 250 -- Microbiology, PHYS 212 -- Essentials of Physics II, MATH 241 -- Calculus III, MATH 242 -- Ordinary Differential Equations, ENCP 200 -- Statics, ENCP 210 -- Dynamics, ENCP 260 -- Introduction to the Mechanics of Solids, ENCP 290 -- Thermodynamic Fundamentals.

For more information, see the USC Aiken Chemistry and Physics Department website at: <http://www.usca.edu/chemistry>.

## Technological Literacy in Chemistry

To meet the requirement of computer competency, Chemistry majors are required to successfully complete CHEM 310, Introduction to Chemical Research Methods.

## Advisement Options

**A chemistry major, in consultation with his/her adviser, may take appropriate courses in Biology and Geology and thus obtain a strong background in Environmental Science.**

**The curriculum of the chemistry degree along with selected courses in Biology will prepare a student for admission to Medical, Dental, or Veterinary School.**

**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 154). 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 better is required in all chemistry courses counting towards the degree.

### **1. General Education Requirements .....57-59**

#### **A. Knowledge of Human Cultures and the Physical and Natural World .....36-38**

At least 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 29-30.

1. Natural Sciences..... 12  
(PHYS 211 and 212 or PHYS 201 and 202; BIOL 121)
2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography,  
Honors (HONS acronym)
4. Languages ..... 6-8  
(Two (2) semesters of the same language required.  
Any .....  
second language applies.)
5. Humanities (at least two areas)<sup>1</sup> ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

#### **B. Intellectual and Practical Skills ..... 18**

1. Critical Inquiry ..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. Oral Communication..... 3  
(COMM 201, COMM 241)
4. Math ..... 8  
(MATH 141 and 142)  
Chemistry students should take math in their first semester of enrollment at USC Aiken unless they have already completed the requirements for math through concurrent enrollment, AP, etc.
5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

#### **C. Personal and Social Responsibility.....3**

1. American Political Institutions.....3  
(POLI 201, HIST 201, or HIST 202)

### **2. Inter-Curricular Enrichment Program (ICE)**

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements on page 43.

#### **D. Integrative Learning**

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

#### **2. Major Requirements<sup>2,3</sup>.....45**

- Introductory Courses - CHEM 111 and 112  
Foundation Courses - CHEM 310, 311, 311L, 321, 321L, 331, 331L, 541, 541L  
In-Depth Courses - CHEM 332, 332L, 499<sup>4</sup>, 511, 511L, 522, 542, 542L

#### **3. Cognate<sup>5</sup> .....12**

BIOL 541 -- Principles of Biochemistry is a required cognate course for all seeking the BS degree.

#### **4. Electives<sup>6</sup> ..... 1-5**

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

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

<sup>2</sup> A grade of C or higher is required in all chemistry courses counting toward the degree.

<sup>3</sup> A maximum of 48 hours of Chemistry courses can be applied toward graduation.

<sup>4</sup> Completion of a thesis and seminar on the research project are required for graduation.

<sup>5</sup> PHYS 212 can be counted toward a cognate.

<sup>6</sup> Developmental courses cannot be used toward this degree.

#### **Minor in Chemistry**

##### **Requirements:**

- CHEM 331/331L.....4  
CHEM 332/332L.....4  
CHEM 321/321L or CHEM 522.....4  
CHEM 311/311L or 340/340L or CHEM 541/541L  
or CHEM 542/542L.....4

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

#### **Course Descriptions**

##### **Astronomy (ASTR)**

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

##### **Chemistry (CHEM)**

**CHEM 101 Introduction to Chemistry. (4)** (Prereq: Completion of, placement beyond, or co-enrollment in MATH 108) An introduction to the principles and vocabulary of chemistry appropriate for those in the health sciences or for general education. Not intended for those in engineering, mathematical and natural sciences; three lecture hours and three lab hours per week.

- CHEM 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.
- CHEM 111** **General Chemistry I. (4)** (Prereq: at least one year of high school chemistry, CHEM 105, CHEM 101 or an equivalent course, or consent of the department. Completion of MATH 122, with a C or better, or completion of, or placement beyond MATH 111. If a student does not meet one of the math prerequisites, that student must fulfill the corequisite of MATH 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 presupposes an introductory knowledge of chemistry. Three lecture hours and three lab hours presented in an integrated format of 3 two-hour meetings per week.
- CHEM 112** **General Chemistry II. (4)** (Prereq: CHEM 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 presented in an integrated format of 3 two-hour meetings per week.
- CHEM 310** **Introduction to Chemical Research Methods. (1)** (Prereq: CHEM 112) This course introduces the student to the uses and applications of presentation and analysis software specific for chemistry and to topics such as general research laboratory safety and ethics in research. The scientific literature search capabilities available in the library will also be demonstrated. The course is routinely presented online but may be offered as a lecture/lab as needed.
- CHEM 311** **Introduction to Inorganic Chemistry. (3)** (Prereq: CHEM 112; coreq: CHEM 311L) An introduction to the study of descriptive inorganic chemical concepts including the periodic table, transition metal complexes, and the basics of chemical bonding. Three lecture hours per week.
- CHEM 311L** **Introduction to Inorganic Chemistry Laboratory. (1)** (Coreq: CHEM 311) The course presents an introduction to the inorganic lab techniques used in synthesis and characterization of inorganic compounds. Three laboratory hours per week.
- CHEM 321** **Quantitative Analysis. (3)** (Prereq: CHEM 112; coreq: CHEM 321L) Treatment of solution equilibria in conjunction with an introduction to statistical methods, spectroscopy, separations, and electrochemistry. Three lecture hours per week.
- CHEM 321L** **Quantitative Analysis Laboratory. (1)** (Coreq: CHEM 321) The practice of volumetric and gravimetric analysis with exposure to spectroscopic, chromatographic, and electrochemical methods. Three laboratory hours per week.
- CHEM 331** **Organic Chemistry I. (3)** (Prereq: ACHM 112; coreq: CHEM 331L) Nomenclature, reactions, mechanisms and synthesis of carbon compounds. Three lecture hours per week.
- CHEM 331L** **Organic Chemistry Laboratory I. (1)** (Coreq: CHEM 331) Laboratory safety, synthesis, separation and purification of carbon compounds. Three laboratory hours per week.
- CHEM 332** **Organic Chemistry II. (3)** (Prereq: CHEM 331; coreq: CHEM 332L) A continuation of CHEM 331. Three lecture hours per week.
- CHEM 332L** **Organic Chemistry Laboratory II. (1)** (Prereq: CHEM 331L; coreq: CHEM 332) Continuation of CHEM 331L. Spectroscopic identification of carbon compounds. Three laboratory hours per week.
- CHEM 340** **Introduction to Chemical Instrumentation. (3)** (Prereq: CHEM 112; Coreq: CHEM 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.
- CHEM 340L** **Introduction to Chemical Instrumentation Laboratory. (1)** (Coreq: CHEM 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.
- CHEM 399** **Independent Study. (1-4)** (Prereq: permission of instructor)
- CHEM 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.
- CHEM 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 CHEM 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.
- CHEM 511** **Advanced Inorganic Chemistry. (3)** (Prereq: CHEM 311 and CHEM 542; or consent of department) Advanced and current views of atomic structure, valency and bonding including computation, orbital structure of complex compounds, spectroscopy, and an in-depth study of the periodic table. Three lecture hours per week.
- CHEM 511L** **Advanced Inorganic Chemistry Laboratory. (1)** (Coreq: CHEM 511 or consent of department) The advanced synthesis and characterization of inorganic compounds by modern methods. Three laboratory hours per week.
- CHEM 522** **Instrumental Analysis. (5)** (Prereq: CHEM 542 or consent of department) Theory and applications of instrumental methods of chemical analysis using traditional and current methodologies. Three lecture and six laboratory hours per week.
- CHEM 541** **Physical Chemistry I. (3)** (Prereq: CHEM 112, PHYS 212 or PHYS 202, MATH 142; coreq: CHEM 541L or consent of department) Theories and laws relating to chemical changes. Three lecture hours per week.
- CHEM 541L** **Physical Chemistry Laboratory I. (1)** (Coreq: CHEM 541 or consent of department) Applications of physical chemical techniques. Three laboratory hours per week.

- CHEM 542** **Physical Chemistry II. (3)** (Prereq: CHEM 541; coreq: CHEM 542L or consent of department) Theories and laws relating to chemical changes; a continuation of CHEM 541. Three lecture hours per week.
- CHEM 542L** **Physical Chemistry Laboratory II. (1)** (Prereq: CHEM 541L; coreq: CHEM 542 or consent of department) Applications of physical chemistry techniques. Three laboratory hours per week.
- CHEM 550** **Advanced Biochemistry. (3)** (Prereq: BIOL 541 and CHEM 541) An advanced background in the chemistry of biological compounds and cellular processes emphasizing thermodynamics, kinetics, structure and reaction mechanisms is presented.
- CHEM 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 (PHYS)

- PHYS 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)
- PHYS 201** **General Physics I. (4)** (Prereq: A grade of C or better in MATH 111 or 112 or MATH 122 or placement beyond MATH 112) 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)
- PHYS 202** **General Physics II. (4)** A continuation of PHYS 201. Three hours of lecture, one hour recitation and one two-hour laboratory per week. (Spring)
- PHYS 211** **Essentials of Physics I. (4)** (Prereq: completion of MATH 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)
- PHYS 212** **Essentials of Physics II. (4)** A continuation of PHYS 211. Three hours of lecture, one hour recitation and one two-hour laboratory per week. (Spring)
- PHYS 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.
- PHYS 399** **Independent Study. (1-4)** (Prereq: permission of instructor)

---

## DEPARTMENT OF EXERCISE AND SPORTS SCIENCE

---

Christopher M. DeWitt, Department Chair

### Professor

Christopher DeWitt (Biomedical-Environmental Chemistry), Ph.D., Oakland University, 1999  
**Associate Professor**  
 Brian Parr (Exercise Science), Ph.D., University of Tennessee, 2001

### Senior Instructor

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

### Instructor

Patrick Gelin (Kinesiology and Applied Physiology), M.S., University of Colorado, 2002

### Adjunct Faculty

Melissa Beckner, Yoga Instructor  
 Steven Dahm (Psychology), B.A., University of Buffalo, 1996  
 Kenny Evenson, Golf Professional  
 Mary-Catherine Ivey (Exercise and Sports Science), B.S., University of South Carolina Aiken, 2008  
 Vicki Long, (Maternal-Child Health/Midwifery), D.N.P., The Catholic University of America, 2010  
 Mila Padgett, (Exercise Science), M.S., University of Southern Mississippi, 1995  
 Ward Reckert, (Clinical Exercise Physiology), M.S. East Stroudsburg University, 2006  
 Marian Robinson (Business Administration), B.S., Geneva College, 1959  
 Ron Ruszczyk (Chemistry), Ph.D., State University of New York, 1985

### Department Mission Statement

The mission of the University of South Carolina Aiken Department of Exercise and Sports Science is to provide quality classroom, laboratory, and applied educational experiences for undergraduate students pursuing a broad spectrum of exercise-related employment and future scholastic opportunities. In teaching, we utilize a student-centered learning environment where students are engaged in an atmosphere of critical inquiry. In addition to general education and core courses, students are required to select an area of specialization in fitness management, basic sciences, or allied health designed to prepare them to meet the standards for employment or future scholastic goals in one of the three areas.

### Admission Criteria

All courses in the core requirements and concentration require C grade or higher. To be eligible for a course, the Exercise and Sports Science student must complete all course prerequisite requirements (courses, Writing Proficiency Requirement, GPA), as delineated in this bulletin. The Exercise and Sports Science student is required to sign a departmental form, witnessed by their advisor, stating that they understand and that they will comply with all course prerequisite requirements.

### Fitness Management Concentration

To graduate, the student must have a USC System cumulative 2.0 GPA. Following each semester where the student's USC System cumulative GPA is below 2.0, the Exercise and Sports Science Chair will notify the student in writing. The completion of the degree requirements for the Exercise and Sports Science major with a concentration in Fitness Management requires 125-127 total credit hours.

## Basic Sciences Concentration

To graduate, the student must have a USC System cumulative 3.0 GPA. Enrollment in EXSC 458, EXSC 459, and EXSC 499 requires a USC System cumulative 3.0 GPA. Following each semester where the student's USC System cumulative GPA is below 3.0, the Exercise and Sports Science Chair will notify the student in writing. The completion of the degree requirements for the Exercise and Sports Science major with a concentration in Basic Sciences requires 126-128 total credit hours.

## Allied Health Concentration

To graduate, the student must have a USC System cumulative 2.75 GPA. Enrollment in EXSC 440 and AEXS 441 requires a USC System cumulative 2.75 GPA. Following each semester where the student's USC System cumulative GPA is below 2.75, the Exercise and Sports Science Chair will notify the student in writing. The completion of the degree requirements for the Exercise and Sports Science major with a concentration in Allied Health requires 121-123 total credit hours.

## Technological Literacy in Exercise and Sports Science

To meet the requirement of computer competency, Exercise and Sports Science majors are required to successfully complete EXSC 311, 323L, and 424.

For more information on the Department of Exercise and Sports Science, see our home page at [www.usca.edu/exercise/](http://www.usca.edu/exercise/).

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

### 1. General Education Requirements .....51-53

#### A. Knowledge of Human Cultures and the Physical and Natural World .....32-34

At least 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 29-30.

1. Natural Sciences..... 8  
CHEM 101 or 111<sup>1</sup>, and BIOL 121<sup>1</sup> or 122<sup>1</sup>
2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) ..... 6  
PSYC 101 and one other social behavioral science from the following groups: Anthropology, Economics, Political Science, Sociology, or Geography
4. Languages .....6-8  
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)<sup>2</sup>..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

1. Critical Inquiry..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP,

etc.). 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 Writing Intensive courses (see #6) and other English courses.

3. Oral Communication..... 3  
(COMM 201, COMM 241)

4. MATH 111 or higher (except 221, 222)..... 3  
Statistics ..... 3

5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions.....3  
(POLI 201, HIST 201, or HIST 202)

2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 43.

### D. Integrative Learning

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

### 2. Core Requirements .....41

- BIOL 232 ..... 4  
Activity course requirement - select one from EXSC:  
101, 102, 106, 107, 120, 121, 123, 124, 140, 141, 142,  
143..... 1

- EXSC 198, 203, 223<sup>3</sup>, 225, 239, 311, 321, 323, 323L, 328,  
337, 423, 423L, 424 .....36

### 3. Additional Requirements Associated with Concentrations

#### Fitness Management:.....30

##### Exercise Science Requirements

- EXSC 401, 439 ..... 9

##### Business Minor

- BADM 225, 226, 350, 371, AECO 221, 222 ..... 18

##### Additional Management Course

- (Select one course from the following list)  
MGMT 374, 376, 378, 401, 442, 473, 477, 559 ..... 3

#### Basic Sciences:.....31

##### Exercise Science Requirements

- EXSC 458 ..... 3

- EXSC 459 or 499 ..... 3

##### Science Requirements

- BIOL 122 ..... 4

- CHEM 112 ..... 4

- PHYS 201 ..... 4

- Science elective<sup>4</sup> ..... 10

(Select one from the following:  
BIOL 250, 302, 330, 360; ACHM 331 and 331L;  
MATH 122, 141, or PHYS 202)

<b>Developmental Requirement</b>	
PSYC 310 or EDPY 330 .....	3

**Allied Health: .....17**

<b>Exercise Science Requirements</b>	
EXSC 201 .....	3
EXSC 440 .....	3
EXSC 441 .....	3

<b>Science Requirements</b>	
PHYS 201 .....	4
Laboratory Science Elective .....	4
(Select from: BIOL, CHEM, or PHYS. CHEM 105 does not meet this requirement.)	

**4. Free Electives<sup>5</sup>..... 3-12**

**Total Hours Required<sup>6</sup> ..... 121-128**

- <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 29.
- <sup>3</sup> BIOL 242 may be taken in place of EXSC 223.
- <sup>4</sup> CHEM 105 and MATH 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: BIOL, CHEM, PHYS, MATH, PSYC. EXSC 201 and EXSC 499 may also be used to meet this requirement.
- <sup>5</sup> The Fitness Management and Basic Sciences concentrations require 3 free elective credit hours. The Allied Health concentration requires 12 free elective credit hours.
- <sup>6</sup> The Fitness Management concentration requires 125-127 total credit hours. The Basic Sciences concentration requires 126-128 total credit hours. The Allied Health concentration requires 121-123 total credit hours.

**Course Descriptions**

**Exercise and Sports Science (EXSC)**

The 100-192 series are activity courses that focus on the comprehension of principles and techniques, skill development and regular activity participation as a means of promoting lifelong physical fitness. In a given semester, students may enroll in only one section of a specific activities topic.

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

Any student taking an activity course in the Wellness Center or Natatorium will be required to pay any associated fees as adopted by the Campus/Board of Trustees. Please refer to the University's fee schedule for additional details.

<b>EXSC 101</b>	<b>Conditioning I. (1)</b> An introduction to the principles and techniques of cardiovascular training.
<b>EXSC 102</b>	<b>Conditioning II. (1)</b> (Prereq: EXSC 101 or permission of the instructor) Advanced concepts and programming in cardiovascular training.
<b>EXSC 106</b>	<b>Weight Training I. (1)</b> An introduction to the principles and techniques of weight training.
<b>EXSC 107</b>	<b>Weight Training II. (1)</b> (Prereq: EXSC 106 or permission of instructor) Advanced concepts and programming in weight training.
<b>EXSC 110</b>	<b>Beginning Golf. (1)</b> An introduction to the rules and fundamental skills of golf. Equipment available if needed. Golf range fee.
<b>EXSC 111</b>	<b>Intermediate Golf. (1)</b> (Prereq: EXSC 110 or permission of instructor) Further refinement of the golf skills. Equipment available if needed. Golf range fee.

<b>EXSC 112</b>	<b>Advanced Golf. (1)</b> (Prereq: EXSC 111 or permission of instructor) Development of advanced golf skills and strategies. Equipment available if needed. Golf range fee.
<b>EXSC 116</b>	<b>Beginning Tennis. (1)</b> An introduction to the rules and fundamental skills of tennis. Equipment available if needed.
<b>EXSC 117</b>	<b>Intermediate Tennis. (1)</b> (Prereq: EXSC 116 or permission of instructor) Further refinement of fundamental tennis skills and introduction of more advanced skills and strategies. Equipment available if needed.
<b>EXSC 118</b>	<b>Advanced Tennis. (1)</b> (Prereq: EXSC 117 or permission of instructor) Advanced skill development and strategies for the game of tennis. Equipment available if needed.
<b>EXSC 120</b>	<b>Aerobics I. (1)</b> An introduction to the principles and techniques of aerobic dance.
<b>EXSC 121</b>	<b>Aerobics II. (1)</b> (Prereq: EXSC 120 or permission of instructor) Advanced concepts, techniques and programming in aerobic dance.
<b>EXSC 123</b>	<b>Step Aerobics I. (1)</b> An introduction to the principles and techniques of step aerobics.
<b>EXSC 124</b>	<b>Step Aerobics II. (1)</b> (Prereq: EXSC 123 or permission of instructor) Advanced concepts, techniques and programming in step aerobics.
<b>EXSC 140</b>	<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).
<b>EXSC 141</b>	<b>Intermediate Swimming. (1)</b> (Prereq: EXSC 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).
<b>EXSC 142</b>	<b>Advanced Swimming. (1)</b> (Prereq: EXSC 141 or permission of instructor) Refinement of all basic swimming strokes and emphasis on lap swimming. (Can obtain American Red Cross Advanced swimming certification).
<b>EXSC 143</b>	<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).
<b>EXSC 190</b>	<b>Special Topic. (1)</b> Unique physical activities offered according to student interest.
<b>EXSC 191</b>	<b>Yoga. (1)</b> This course provides the student with an introduction to the principles, techniques, and active practice of yoga.
<b>EXSC 192</b>	<b>Self Defense for Women. (1)</b> This course provides the student with an introduction to the principles, techniques, and active practice of self-defense for women.
<b>EXSC 198</b>	<b>Foundations in Exercise and Sports Science. (2)</b> An introduction to the field of exercise and sports science. The course provides an overview of the scope, history, principles, research issues, professional organizations and publications, and other current information important to professionals interested in this field. The course also provides information and required out-of-class observation relative to career opportunities in exercise and sports science. Many of the sites for observation are located on or near the USCA campus.



- EXSC 201** **Medical Terminology. (3)** (Prereq: EXSC 198 (C or better) or consent of the Department Chair) This course covers the meaning, spelling, and pronunciation of medical terms. Medical terms are dissected into roots, prefixes, and suffixes.
- EXSC 203** **CPR and First Aid. (1)** The study and practice of early emergency care procedures, including cardiopulmonary resuscitation and basic first aid, from which a nationally recognized certification can be obtained.
- EXSC 223** **Human Physiology. (4)** (Prereq: BIOL 232 (C or better) and either one chemistry course or one biology course) 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.
- EXSC 225** **Introduction to Athletic Training. (3)** An introduction to the athletic training profession, including basic concepts of epidemiology of athletic injuries, pharmacology, protective devices, emergency care and nutrition.
- EXSC 239** **Fitness Assessment and Exercise Leadership. (3)** (Prereq: Departmental permission) The study of the theory, skills, and assessment of cardiorespiratory fitness, body composition, muscular strength, muscular endurance, and flexibility as well as exercise leadership for the improvement of these components of health-related physical fitness. Emphasis is placed on the development of skills for fitness assessment and exercise leadership.
- EXSC 311** **Nutritional Aspects of Health, Fitness, and Sports Performance. (3)** (Prereq: EXSC 223 (C or better), and CHEM 101 or 111) The study of nutrition as it impacts health, fitness and sports performance. Particular emphasis is given to basic nutrition, diet analysis, weight control, special diets, eating disorders, and the use of ergogenic aids in sports.
- EXSC 321** **Anatomical and Biomechanical Kinesiology. (3)** (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.
- EXSC 323** **Exercise Physiology. (3)** (Prereq: EXSC 223, 239 (C or better in each); Coreq: EXSC 323L) The study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory, and nervous systems.
- EXSC 323L** **Exercise Physiology Laboratory. (1)** (Prereq: EXSC 223, 239 (C or better in each); Coreq: EXSC 323) Laboratory experiences related to exercise physiology, including a variety of fitness assessments.
- EXSC 328** **Electrocardiography. (3)** (Prereq: EXSC 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.
- EXSC 337** **Health and Behavior Change. (3)** (Prereq: EXSC 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.
- EXSC 401** **Management of Fitness Related Programs. (3)** (Prereq: EXSC 198 (C or better) and satisfactory completion of the USCA Writing Proficiency Requirement) The study of management issues associated with fitness, clinical, and athletic training related facilities. Emphasis is placed on administrative philosophy, programming, facility design and usage, equipment selection, operational policies and procedures, liability concerns and other related aspects.
- EXSC 423** **Exercise Testing. (3)** (Prereq: EXSC 323, 323L, and 328 (C or better in each); Coreq: EXSC 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.
- EXSC 423L** **Exercise Testing Laboratory. (1)** (Prereq: EXSC 323, 323L, 328 (C or better in each); Coreq: EXSC 423) Laboratory experiences in submaximal and maximal exercise testing. Required laboratory supplies must be purchased from the USCA Bookstore.
- EXSC 424** **Exercise Prescription. (3)** (Prereq: EXSC 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.
- EXSC 439** **Internship in Fitness Management. (3-12)** (Prereq: EXSC 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)
- EXSC 440** **Topics in Allied Health. (3)** (Prereq: EXSC 323 and 323L (C or better in each) or consent of the Department Chair, satisfactory completion of the USCA Writing Proficiency Requirement, a cumulative 2.75 USC system GPA, and approval from the Exercise and Sports Science Allied Health Concentration committee) This topics course provides information in areas such as nuclear medicine, sonography (both rest and exercise), respiratory therapy, physical therapy assistant (PTA), occupational therapy assistant (OTA), cardiac rehabilitation, athletic training, dietetics, personal training, and other select exercise, education, and therapeutic allied health-related areas. The course uses a format where a significant magnitude of critical inquiry and participation is expected of the student.
- EXSC 441** **Internship in Allied Health. (3)** (Prereq: EXSC 201, 423, 423L, and 440 (C or better in each) or consent of the Department Chair, a cumulative 2.75 USC system GPA, and approval from the Exercise and Sports Science Allied Health Concentration committee) This course provides the student with a supervised internship experience in an allied health-related area (140 contact hours) that brings together information learned from all prior major courses. [An Independent Study Contract is required. This contract will insure the reservation of these select internships for students seeking an allied health experience in areas such as nuclear medicine, sonography (both rest and exercise), respiratory therapy, physical therapy assistant (PTA), occupational therapy assistant (OTA), cardiac rehabilitation, athletic training, dietetics, personal training, and other select exercise, education, and therapeutic allied health-related areas. The contract will preclude registration by students from one of the other exercise and sports science concentrations. Signatures will be required from a member of the

Exercise and Sports Science Allied Health Concentration committee and from the Department Chair.]

- EXSC 458**     **Research Methods in Exercise and Sports Science.**  
(3) (Prereq: EXSC 323 and 323L (C or better in each), satisfactory completion of a statistics course and the USCA Writing Proficiency Requirement, and a cumulative 3.0 USC system GPA) An exploration of the fundamental concepts of research design, data collection, an data analysis. This class involves students in the development and presentation of a research proposal including the introduction, review of literature and methods. Students who earned credit for EXSC 359 may not earn credit for EXSC 458.
- EXSC 459**     **Research Topics in Exercise and Sports Science.**  
(3) (Prereq: EXSC 458 (C or better) and a cumulative 3.0 USC System GPA) Exploration of research topics in different aspects of exercise science. The course is designed to familiarize students with current issues and research in exercise science. Students will read and discuss literature relevant to exercise and sports science.
- EXSC 499**     **Senior Research in Exercise and Sports Science.**  
(3) (Prereq: EXSC 458 (C or better), a cumulative 3.0 USC System GPA, and permission from the instructor) Independent study research project in exercise and sports science. Students will work directly with a faculty mentor to collect and analyze data, write a manuscript, and present the results in written and/or oral form. This course could substitute for EXSC 459 or count toward Basic Science concentration science electives. (Contract required)
- EXSC 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)

---

## DEPARTMENT OF MATHEMATICAL SCIENCES

---

### Computer Science, Engineering, and Mathematics

Mohammad Q. Hailat, Department Chair

#### Professors

Hani Abu-Salem (Computer Science), Ph.D., Illinois Institute of Technology, 1992  
Mohammad Q. Hailat (Mathematics), Ph.D., University of Michigan, 1983  
Reginald Koo (Mathematics), Ph.D., University of South Carolina, 1985  
Rao Li (Mathematics and Computer Science), Ph.D., University of Memphis, 1999, *Bridgestone/Firestone S.C. Endowed Professorship in Mathematics and Computer Science*

#### Associate Professors

Teiling Chen (Mathematics and Computer Science), Ph.D., University of Western Ontario, 2001  
Koffi Fadimba (Mathematics), Ph.D., University of South Carolina, 1993  
Zhenheng Li (Mathematics and Computer Science), Ph.D., University of Western Ontario, 2001  
Michael D. May (Engineering and Mathematics), M.S., U.S. Naval Postgraduate School, 1976  
Yilian Zhang (Mathematics and Computer Science), Ph.D., University of Rochester, 2004

#### Assistant Professor

Thomas F. Reid (Mathematics and Statistics), Ph.D., University of North Carolina, 1997

#### Senior Instructors

David G. Jaspers (Mathematics), M.S., University of South Carolina, 1984  
Cynthia Gonzalez (Mathematics), M.S., University of Charleston, 1993

#### Instructors

Paul Ilukor (Mathematics), M.S., Clemson University, 2009  
Jan Overstreet, (Statistics), M.S., University of South Carolina, 1990  
David Ramsey (Mathematics), M.A., State University of New York at Stonybrook, 1996

#### Distinguished Professor Emeritus

Robert G. Phillips (Mathematics), Ph.D., University of California at Los Angeles, 1968

#### Professors Emeriti

Frederick P. Huston, III (Computer Science), M.A., Emory University, 1972  
Janie H. Key (Mathematics and Computer Science), M.S. (Mathematics), Vanderbilt University, 1971; M.S. (Computer Science), University of South Carolina, 1985  
Stephen C. King (Mathematics), Ph.D., Yale University, 1978

#### 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 10.**

#### Technological Literacy in Math/Computer Science

To meet the requirement of computer competency, Mathematics/Computer Science majors are required to successfully complete several computer science courses.

#### Advanced Placement

Advanced Placement Examinations may be used to gain credit and advanced placement in calculus and computer science. For more information on Advanced Placement, refer to page 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 221.

## 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>	MATH 141, 142, 241, 242
<b>Chemistry:</b>	CHEM 111
<b>Physics:</b>	PHYS 211, 212
<b>Engineering:</b>	ENCP 101, 102

In addition, the following list shows requirements for the given major:

<b>Chemical Engineering:</b>	ENCP 290
<b>Civil Engineering:</b>	ENCP 200, 210, 260
<b>Electrical and Computer Engineering:</b>	ELCT 221
<b>Mechanical Engineering:</b>	ENCP 200, 210, 260, 290, ELCT 221

Students wishing to take a **cognate** in Engineering should choose courses from: ENCP 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.

#### **1. General Education Requirements .....55-58**

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

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 29-30.

1. Natural Sciences.....7-8  
Biology, Chemistry (CHEM 111 and CHEM 112),  
Physics (PHYS 211, PHYS 212), Geology, Astronomy (1 lab)
2. History of Civilization .....3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) .....6  
Psychology, Sociology, Anthropology, Economics,  
Political Science, Geography, Honors (HONS acronym)
4. Languages .....6-8  
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)<sup>1</sup>.....9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

#### **B. Intellectual and Practical Skills .....21**

1. Critical Inquiry.....1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102.....6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. Oral Communication.....3  
(COMM 201, COMM 241)
4. Mathematics .....11  
(MATH 141, MATH 142, and MATH 174)  
(Must have a grade of C or better in these Math courses.)
5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

#### **C. Personal and Social Responsibility.....3**

1. American Political Institutions.....3  
(POLI 201, HIST 201, or HIST 202)
2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 43.

#### **D. Integrative Learning**

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

<b>2. Major Requirements<sup>2</sup>.....</b>	<b>52</b>
<b>Core Courses: .....</b>	<b>25</b>
MATH 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
CSCI 220 .....	3
Other AMTH or CSCI	
courses numbered above 300 <sup>3</sup> .....	21
<u>or</u>	
<b>Computer Science Advisement Track: .....</b>	<b>27</b>
CSCI 220 and four of {210, 240, 320, 330, 411, 415, 520,	
521, 550} .....	15
Other MATH or CSCI courses	
numbered above 300 <sup>2</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>4</sup> .....</b>	<b>10-13</b>
<b>Total hours required .....</b>	<b>120</b>
<sup>1</sup> For a list of courses that will meet the Humanities general education	
requirement, see page 29.	
<sup>2</sup> Must have C or better	
<sup>3</sup> At most 6 hours of Independent study may be used.	
<sup>4</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>56-58</b>
<b>A. Knowledge of Human Cultures and the Physical and Natural</b>	
<b>World .....</b>	<b>32-34</b>
At least 3 hours must be in <b>Non-Western World Studies</b> , 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	
29-30.	
1. Natural Sciences.....	8
Physics (PHYS 211, PHYS 212)	
2. History of Civilization .....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology, Economics,	
Political Science, Geography, Honors (HONS acronym)	
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities (at least two areas) <sup>1</sup> .....	9
Communications (last two digits must be in 50s or 60s)	
History, Art History, Music History, Theatre History,	
Literature, Philosophy (other than logic), Religion,	
Selected Language courses,	
Humanities (HSSI acronym)	
Honors (HONS acronym)	
<b>B. Intellectual and Practical Skills .....</b>	<b>21</b>
1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester	
of enrollment at USC Aiken. Students in degree programs	
which require more than 16 credit hours in the first semester of	
enrollment may complete Critical Inquiry during their second	
academic semester. Transfer students are not required to take the	
Critical Inquiry course; however, the one credit hour requirement	
will still need to be completed within the degree requirements.	

2. English 101 and 102.....	6
Students should take English in their first semester of	
enrollment at USC Aiken (unless they have received credit	
for ENGL 101 and 102 through concurrent enrollment, AP,	
etc.). 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 Writing Intensive	
courses (see #6) and other English courses.	
3. Oral Communication.....	3
(COMM 201, COMM 241)	
4. Mathematics .....	11
(MATH 141, MATH 142, and MATH 174)	
(Must have a grade of C or better in these Math courses.)	
5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on	
page 43.	
6. Satisfactory completion of three courses designated as	
Writing Intensive, at least one of which is in the student's	
major.	
For more information, see Writing Intensive Course Definition	
on page 30.	
<b>C. Personal and Social Responsibility.....</b>	<b>3</b>
1. American Political Institutions.....	3
(APLS 201, AHST 201, or AHST 202)	
2. Inter-Curricular Enrichment Program (ICE)	
Two approved events in each semester of enrollment.	
For more information, see ICE Program requirements on page 43.	

### **D. Integrative Learning**

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

<b>2. Major Requirements<sup>2</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 590 Math/CS Capstone Seminar .....	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>2</sup> .....</b>	<b>12</b>
Engineering (USCA) courses	
numbered 200 and above .....	12
<b>4. Technical Electives<sup>3</sup> .....</b>	<b>11</b>
<b>5. Electives .....</b>	<b>8-10</b>
<b>Total hours required .....</b>	<b>126</b>
<sup>1</sup> For a list of courses that will meet the Humanities general education	
requirement, see page 29.	
<sup>2</sup> Must have C or better	
<sup>3</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 220 Data Structures and Algorithms.....	3
One additional ACSC course numbered 200 or above, or EECE 211 Intro. to Comp. Engineering .....	3
Two additional ACSC courses numbered 300 or above .....	6

**Total hours required .....**20

### Minor in Mathematics

#### **Prerequisite:**

Completion of MATH 141 and MATH 142 with grades of C or better.

#### **Requirements:**

MATH 174 Discrete Mathematics .....	3
MATH 241 Calculus III .....	4
MATH 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 (CSCI)

- CSCI 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.
- CSCI 102 Computer Applications and Programming. (3)** (Prereq: grade of C or better in MATH 108, placement higher than MATH 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.

- CSCI 145 Introduction to Algorithmic Design I. (4)** (Prereq: by mathematics placement above MATH 111, or completion of either MATH 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.
- CSCI 146 Introduction to Algorithmic Design II. (4)** (Prereq: grade of C or higher in CSCI 145) A continuation of CSCI 145. Rigorous development of algorithms and computer programs; elementary data structures. Three hours of lectures and three hours of laboratory per week.
- CSCI 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.
- CSCI 210 Computer Organization and Assembly Language. (3)** (Prereq: completion of CSCI 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.
- CSCI 220 Data Structures and Algorithms. (3)** (Prereq: Grade of C or better in MATH 174 and CSCI 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.
- CSCI 240 Introduction to Software Engineering. (3)** (Prereq: Grade of C or better in CSCI 145) This course introduces basic knowledge about software engineering, including principles and techniques of software design, software construction, software testing, and software maintenance.
- CSCI 320 Practical Java Programming. (3)** (Prereq: Grade of C or better in CSCI 145) Additional topics in the language of Java: graphics, colors, fonts, events, layout managers, graphical user interfaces, applets, exception handling, multithreading, multimedia.
- CSCI 330 Programming Language Structures. (3)** (Prereq: Grade of C or better in CSCI 220) Formal specification syntax and semantics; structure of algorithms; list processing and string manipulation languages; statement types, control structures, and interfacing procedures.
- CSCI 340 Mobile Computing. (3)** (Prereq: Grade of C or better in CSCI 146 or consent of the Department) The study of the basic concepts and programming skills of mobile computing. Topics include: the connected limited device configuration (CLDC), the mobile information device profile (MIDP), the higher level MIDP application programming interfaces (APIs) or graphical user interfaces, the lower level MIDP APIs or graphics, events, threads, animations, record management system, networking, and 2D game development.
- CSCI 376 Graph Theory for Computer Science. (3)** (Prereq: Grade of C or better in CSCI 146 and MATH 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.
- CSCI 399 Independent Study. (3-9)** (Prereq: consent of instructor)
- CSCI 411 Operating Systems. (3)** (Prereq: a grade of C or better in

CSCI 220) Basic concepts and terminology of operating systems. Process implementation, synchronization, memory management, protection, resource allocation, system modeling, pragmatic aspects, case studies.

- CSCI 415 Data Communication and Computer Networks. (3)** (Prereq: a grade of C or better in CSCI 220) The study of concepts and components in data communications and computer networks. Topics will include data transmission, reference models, common network protocols, network applications, and technologies.
- CSCI 492 Topics in Computer Science. (3)** (Prereq: consent of instructor) Study of selected topics in computer science. To be offered as a lecture course on a “demand basis” only.
- CSCI 520 Database System Design. (3)** (Prereq: grade of C or better in CSCI 220) Database organization; design and use of database management systems; database models, including network, hierarchical and relational; data description languages, data independence and representation.
- CSCI 521 Database Programming for Computer Science. (4)** (Prereq: grade of C or better in CSCI 520) A programming course in large-scale relational database environment using host languages. Database design and implementation of on-line applications using some of the programmatic extensions to Structured Query Language (SQL) supported by top of the line enterprise Relational Database Management Systems (RDBMS). Topics covered in this course include: database programming using open architectures, embedded and dynamic query languages, procedural extension of query languages,

stored procedures and triggers, data transformation techniques to enhance interoperability of data, and introduction to extensible markup data definition and retrieval languages.

- CSCI 550 Design and Analysis of Algorithms. (3)** (Prereq: grade of C or better in CSCI 220 and MATH 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.
- CSCI 562 Numerical Methods. (3)** (Prereq: grade of C or better in MATH 242 and MATH 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.
- CSCI 590 Math/CS Capstone Seminar. [=MATH 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)**

- ENCP 101 Introduction to Engineering I. (3)** (Prereq: MATH 108 or higher; Coreq: MATH 108 or higher) Engineering

problem solving using computers and other engineering tools.

- ENCP 102 Introduction to Engineering II. (3)** (Prereq: MATH 108 or higher; Coreq: MATH 108 or higher) Introduction to basic concepts in engineering graphics as a means of communication, including orthographic projections, descriptive modeling, and computer graphics.
- ENCP 200 Statics. (3)** (Prereq: MATH 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.
- ENCP 210 Dynamics. (3)** (Prereq: ENCP 200 with a grade of C or better) Kinematics of particles and rigid bodies. Kinetics of particles, emphasis on Newton’s second law, energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.
- ENCP 260 Introduction to the Mechanics of Solids. (3)** (Prereq: ENCP 200 with a grade of C or better and MATH 241, or consent of department). Basic concepts of stress and strain; Stress and Strain transformation concepts. Basic developments for stresses, tension, torsion, axial load, and pressure. Deformations of elastic relationships between stress and strain.
- ENCP 290 Thermodynamic Fundamentals. (3)** (Prereq: grade of C or better in MATH 142) Definitions, work, heat and energy. First law analyses of systems and control volumes. Second law analysis.

### **Electrical Engineering (ELCT)**

- ELCT 221 Circuits. (3)** (Prereq: MATH 142). Linear circuit analysis and design.

### **Mathematics (MATH)**

- MATH 103 Mathematics in Society. (3)** Contemporary mathematical thinking is emphasized through the study of consumer finance and financial management, counting methods and probability, and an introduction to statistics and its uses in today’s world. Appropriate technology will be used to support the course. MATH 103 and MATH 104 may be taken in any order.
- MATH 104 Mathematics for Practical Purposes. (3)** The study of number theory, set theory, linear equations and inequalities, quadratic and exponential functions and their uses in the real world. Appropriate technology will be used to support the courses. MATH 103 and MATH 104 may be taken in any order.
- MATH 108 Applied College Algebra. (3)** (Prereq: by appropriate score on the mathematics placement exam or by consent of the department. Completing MATH 104 with a grade of C or better can satisfy the placement exam requirement.) Study of functions and graphical methods with the aid of technology. Topics include linear, quadratic, exponential, and other functions; solving equations; properties of logarithms and exponents. Emphasis will be on using algebra as a language for expressing problems and using algebraic and graphical methods for solving problems, data analysis, and other applications. Required graphing calculator specified in course schedule. (Four hours per week typically divided into 2 hours lecture and 2 hours collaborative learning, discussion, and exploratory activities).
- MATH 111 Precalculus Mathematics I. (3)** (Prereq: by placement, or grade of C or better in MATH 108, or consent of

department; may be taken concurrently with MATH 112) Topics in algebra specifically needed for MATH 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.

- MATH 112** **Precalculus Mathematics II. (3)** (Prereq: by placement, or grade of C or better in MATH 108, or consent of department; may be taken concurrently with but not before MATH 111) Topics in trigonometry specifically needed for MATH 141, 142, 241: trigonometric functions and their applications. Includes the study of complex numbers, vectors and polar coordinates.
- MATH 122** **Survey of Calculus with Applications. (3)** (Prereq: by placement, or grade of C or better in MATH 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).
- MATH 141** **Calculus I. (4)** (Prereq: by placement, consent of department, or grade of C or better in MATH 111 and MATH 112) Functions; limits; derivatives of algebraic, trigonometric, exponential, and logarithmic functions; graphical concepts including parametric equations; and introduction to integration. (5 contact hours a week integrating lecture and lab activities).
- MATH 142** **Calculus II. (4)** (Prereq: grade of C or better in MATH 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. (5 contact hours a week integrating lecture and lab activities).
- MATH 170** **Finite Mathematics. (3)** (Prereq: by placement, or grade of C or better in MATH 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 MATH 121 may not take MATH 170 for credit.)
- MATH 174** **Discrete Mathematics for Computer Science. (3)** (Prereq: by mathematics placement above MATH 111, completion of either MATH 111 or MATH 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.
- MATH 221** **Basic Concepts of Elementary Mathematics I. (3)** The meaning of numbers, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary education, early childhood education, or others pursuing add-on certification in elementary education. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood or special education programs. MATH 221 and MATH 222 may be taken in any order.
- MATH 222** **Basic Concepts of Elementary Mathematics II. (3)** (Prereq: by placement, grade of C or better in MATH 108 or consent of the Department) Informal geometry and basic concepts of algebra open only to students in elementary education, early childhood education, or others pursuing add-on certification in elementary education. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood or special education programs. MATH 221 and MATH 222 may be taken in any order.
- MATH 241** **Calculus III. (4)** (Prereq: grade of C or better in MATH 142 or consent of department) Vector algebra and vector calculus, including gradients, vector fields, line integrals, multiple integrals, divergence and rotation, Jacobians, and cylindrical and spherical coordinates.
- MATH 242** **Ordinary Differential Equations. (4)** (Prereq: grade of C or better in MATH 142 or consent of department) First order and linear higher order ordinary differential equations, systems of equations, Laplace transforms.
- MATH 399** **Independent Study. (3-9)** (Prereq: consent of instructor)
- MATH 420** **History of Mathematics. (3)** (Prereq: a grade of C or better in MATH 142 and MATH 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.
- MATH 492** **Topics in Mathematics. (3 each)** (Prereq: consent of instructor) Study of selected mathematical topics. To be offered as a lecture course on a "demand basis" only.
- MATH 503** **Geometry for Middle and High School Mathematics Teachers (3)** (Prereq: by examination placement above MATH 112, a grade of C or better in MATH 221 or MATH 222, or by a grade of C or better in MATH 111 and MATH 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 Education majors.
- MATH 518** **Industrial Mathematics I. (3)** (Prereq: a grade of C or better in MATH 174 and MATH 544 and STAT 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.
- MATH 519** **Industrial Mathematics II. (3)** (Prereq: a grade of C or better in MATH 242 and MATH 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.
- MATH 531** **Foundations of Geometry. (3)** (Prereq: MATH 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.
- MATH 544** **Linear Algebra. (3)** (Prereq: grade of C or better in MATH 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.

- MATH 546** **Introduction to Algebraic Structures. (3)** (Prereq: grade of C or better in both MATH 241 and MATH 174, or consent of department) Sets, mappings, equivalence relations. Elementary properties of semi-groups, groups, rings, fields.
- MATH 550** **Advanced Multivariable Calculus. (3)** (Prereq: grade of C or better in MATH 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.
- MATH 552** **Complex Variables. (3)** (Prereq: A grade of C or better in MATH 241). Complex integration, calculus of residues, conformal mapping, Taylor and Laurent series expansions, applications.
- MATH 554** **Introduction to Analysis. (3)** (Prereq: MATH 241) Theory of functions of one variable; limits; continuity; differentiation, integration; Taylor series; power series; sequences and series of functions.
- MATH 590** **Math/CS Capstone Seminar. [CSCI 590] (3)** (Prereq: Senior standing in Math/CS, Industrial Math or Math Ed major, or consent of Department). Intended primarily for Math/CS Majors, Industrial Math Majors, and Math Ed Majors. Each student is required to do an in-depth study of some topic to be presented orally and in writing in class, and to participate in the discussion and debate of topics presented by other students. Topics will be tied together under a common theme chosen by the faculty.

### Statistics (STAT)

- STAT 201** **Elementary Statistics. (3)** (Prereq: Grade of C or better in MATH 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.)
- STAT 509** **Statistics. (3)** (Prereq: A grade of C or better in MATH 141; or in both MATH 122 and one of MATH 170, STAT 201, or PSYC 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.
- STAT 510** **Statistical Quality Assurance. (3)** (Prereq: a grade of C or better in STAT 509) Basic graphical techniques and control charts. Experimentation in quality assurance. Sampling issues. Other topics include process capability studies, error analysis, estimation and reliability.

---

## DEPARTMENT OF PSYCHOLOGY

---

Edward J. Callen, Department Chair

### Professors

- Edward J. Callen (Psychology), Ph.D., Northern Illinois University, 1986, *Strom Thurmond Endowed Chair in History or Social and Behavioral Sciences (I)*
- Maureen H. Carrigan (Psychology), Ph.D., State University of New York - Binghamton, 1998, *Carolina Trustee Professor*
- Keri A. Weed (Psychology), Ph.D., Notre Dame, 1984, *Carolina Trustee Professor*

### Associate Professors

- Laura N. May (Psychology), Ph.D., University of Tennessee, 2002
- Jane A. Stafford (Psychology), Ph.D., State University of New York - Binghamton, 2002 (Director, Psychology Graduate Program)

### Assistant Professors

- Anne Ellison (Psychology), Ed.D, Northern Arizona University, 1980
- Meredith Elzy (Psychology), Ph.D., University of South Florida, 2013
- Laura Swain (Psychology, Ph.D., University of South Carolina Columbia, 2008

### Distinguished Professors Emeriti

- Thomas L. Boyd (Psychology), Ph.D., State University of New York - Binghamton, 1978
- O. Joseph Harm (Psychology), Ph.D., Vanderbilt University, 1975
- William J. House (Psychology), Ph.D., University of South Carolina, 1974

### 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 mini-



mum of 12 hours with grades of C or better of course work which support the major. The cognate must be selected from specific upper-level courses in related areas and must be approved by the student’s advisor. However, it is the student’s responsibility to plan a suitable course of study for his/her goals and to consult frequently with a major advisor as to the selection of courses. Requirements for a minor are specified within the department offering it. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

### Technological Literacy in Psychology

To meet the requirement of computer competency, Psychology majors are required to successfully complete PSYC 326, Quantitative Analysis Laboratory, and PSYC 328, Method and Design in the Behavioral Sciences.

### Attendance Policy

Each faculty member in the Department of Psychology will establish the attendance policy for his/her own classes and will include that policy in the course syllabus.

### Bachelor of 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 325, 326, 328, and 445; 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, 361, 371, 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

#### 1. General Education Requirements .....53-56

##### A. Knowledge of Human Cultures and the Physical and Natural World .....34-37

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 29-30.

1. Natural Sciences..... 7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) ..... 6  
PSYC 101 and from Sociology, Anthropology, Economics, Political Science, Geography
4. Languages ..... 6-8  
(Two (2) semesters of the same language required.)
5. Humanities (at least two areas)<sup>1</sup> ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)
6. One additional course in humanities or social sciences ...3

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

1. Critical Inquiry ..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. Oral Communication..... 3  
(COMM 201, COMM 241)
4. Math/Statistics/Logic ..... 6  
Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.
5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student’s major.  
For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions.....3  
(POLI 201, HIST 201, or HIST 202)
2. Inter-Curricular Enrichment Program (ICE)  
Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 483

**D. Integrative Learning**

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

**2. Major Requirements<sup>2</sup>.....31**  
 PSYC 325, 326, 328 and 445 ..... 11  
 Psychology at the 300 level or above  
 (must include at least two lab courses,  
 with at least one from 351, 361, 381, 381, 451, 471) .....20

**3. Cognate or Minor..... 12-18**  
 must be selected from humanities, social science, education, and/or  
 business courses

**4. Free Electives..... 14-22**  
 (may include 3 hours in independent study [PSYC 399])

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

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.  
<sup>2</sup> Requirements are the same for both the Bachelor of Arts and Bachelor of Science degrees

**Bachelor of Science—Major in Psychology**

**1. General Education Requirements .....53-57**

**A. Knowledge of Human Cultures and the Physical and Natural World .....34-38**

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 29-30.

1. Natural Sciences..... 7-8  
 Biology, Chemistry, Physics, Geology, Astronomy (1 lab)

2. History of Civilization ..... 3  
 (HIST 101 or HIST 102)

3. Social and Behavioral Sciences (two areas) ..... 6  
 PSYC 101 and from Sociology, Anthropology, Economics,  
 Political Science, Geography

4. Languages .....6-8  
 (Two (2) semesters of the same language required.)

5. Humanities (at least two areas)<sup>1</sup>..... 9  
 Communications (last two digits must be in 50s or 60s)  
 History, Art History, Music History, Theatre History,  
 Literature, Philosophy (other than logic), Religion,  
 Selected Language courses,  
 Humanities (HSSI acronym)  
 Honors (HONS acronym)

6. One additional mathematics or natural science course 3-4

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

1. Critical Inquiry ..... 1  
 Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.

2. English 101 and 102..... 6  
 Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.

3. Oral Communication..... 3  
 (COMM 201, COMM 241)

4. Math/Statistics/Logic ..... 6  
 (at least one calculus course)  
 Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

5. Satisfactory completion of Writing Proficiency Requirement  
 For more information, see Writing Proficiency Portfolio on page 43.

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
 For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions.....3  
 (POLI 201, HIST 201, or HIST 202)

2. Inter-Curricular Enrichment Program (ICE)  
 Two approved events in each semester of enrollment.  
 For more information, see ICE Program requirements on page 43.

**D. Integrative Learning**

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

**2. Major Requirements<sup>2</sup>.....31**  
 PSYC 325, 326, 328 and 445 ..... 11  
 Psychology at the 300 level or above  
 (must include at least two lab courses,  
 with at least one from 351, 361, 371,381, 451, 471) .....20

**3. Cognate or Minor..... 12-18**  
 must be selected from natural science, mathematical science, and/or  
 exercise science courses

**4. Free Electives..... ,14-23**  
 (may include 3 hours in independent study [PSYC 399])

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

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.  
<sup>2</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 .....3  
 One course selected from PSYC 310, 320, 330, 340.....3  
 One course selected from PSYC 350, 360, 370,380, 450, 470.....3  
 One course selected from PSYC 400 and higher.....3  
 Two courses from the 300 level or above .....6

**Total .....18**

**Minor in Neuroscience**

**1. Required Core Courses ..... 12**

1. PSYC 370 Cognitive Neuroscience.....	3
2. PSYC 371 Cognitive Neuroscience Laboratory.....	1
3. PSYC 470 Neuroscience.....	3
4. PSYC 471 Neuroscience Laboratory.....	1
5. BIOL 367 Neurobiology.....	4

**2. Electives .....6-8**

1. PSYC 360 Cognitive Processes.....	3
2. PSYC 361 Cognitive Processes Laboratory.....	1
3. PSYC 450 Sensation and Perception.....	3
4. PSYC 451 Sensation and Perception Laboratory.....	1
5. BIOL 340 Virology.....	4
6. BIOL 366 Animal Behavior.....	4
7. BIOL 502 Advanced Cell/Molecular Biology.....	3
8. BIOL 541 Principles of Biochemistry.....	3
9. BIOL 550 Immunology.....	3
10. EXSC 459 Research Topics in Exercise and Sports Science.....	3

**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. PSYC 499 - Research Seminar (1 credit hour—Prereq or coreq: PSYC 325; 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 PSYC 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. PSYC 599 - Honors Research Thesis. (3 credit hours - Prereq: consent of Honors Supervisor, PSYC 499, and project approval by Honors Committee). In addition to attending the research seminar (PSYC 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 PSYC 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 PSYC 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 (PSYC)**

A grade of C or better in Psychology (PSYC) 101 is a prerequisite for all courses unless otherwise specified.

- PSYC 101      **Introductory Psychology. (3)**** An introduction to the areas of the study of human behavior, theories and facts, research and application.
- PSYC 310      **Developmental Psychology. (3)**** A survey of human development from conception through senescence, the description and explanation of changes resulting from maturation and environmental experiences.
- PSYC 320      **Abnormal Psychology. (3)**** A survey of the major types of behavior pathology, their determinants and therapeutic interventions.
- PSYC 325      **Quantitative Analysis in the Behavioral Sciences. (3)**** (Prereq: completion of MATH 108 with a grade of C or better, placement above MATH 108, or permission of instructor) An applied introduction to the analysis of data.
- PSYC 326      **Quantitative Analysis Laboratory. (1)**** (Prereq or coreq: PSYC 325 or consent of instructor) Practice in the analysis of data using activity-based learning. Emphasis will be on the use of standard computer statistical analysis systems and the interpretation of results. Students will learn to access data files from the Internet for analysis. Required of all Psychology majors. Optional for other majors. One three-hour laboratory per week.
- PSYC 328      **Method and Design in the Behavioral Sciences. (4)**** (Prereq: PSYC 325 and PSYC 326 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.
- PSYC 330      **Personality Psychology. (3)**** The major theoretical perspectives of normal personality development, structure, dynamics, assessment and change.
- PSYC 331      **Personality Assessment Laboratory. (1)**** (Prereq: PSYC 325 and PSYC 326 with a grade of C or better; Prereq or coreq: PSYC 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.
- PSYC 340      **Social Psychology. (3)**** The study of interpersonal processes including topics such as conformity, attraction, altruism, aggression, prejudice, persuasion and group dynamics.
- PSYC 341      **Social Research Laboratory. (1)**** (Prereq: PSYC 325 and PSYC 326 with a grade of C or better; Prereq or coreq: PSYC 340; or consent of instructor) Practice in measuring various psychosocial processes such as attitudes and social behaviors. One three-hour laboratory per week.
- PSYC 350      **Principles of Learning and Behavior. (3)**** An examination of classical and instrumental (operant) conditioning principles within classic and contemporary theoretical frameworks. Concepts such as habituation, reinforcement, punishment, aversive learning, extinction, memory, and biological constraints on learning will be addressed. The research focus will be on animal learning experiments, with relevance to the analysis of human behavior illustrated.

<b>PSYC 351</b>	<b>Principles of Learning and Behavior Laboratory. (1)</b> (Prereq: PSYC 325 and PSYC 326 with a grade of C or better; Prereq or coreq: PSYC 350; or consent of instructor) Practice in experimental techniques in the study of learning. One three-hour laboratory per week.		
<b>PSYC 360</b>	<b>Cognitive Processes. (3)</b> Classical and contemporary approaches to the study of human memory, attention, cognitive growth, problem solving and language.	<b>PSYC 430</b>	<b>The Psychology of Close Relationships. (3)</b> (Prereq: PSYC 340) An examination of the major theoretical perspectives and current empirical findings in the study of close relationships, focusing on relationship development and maintenance with a particular emphasis on romantic relationships. Topics will include attraction, theories of love, relational processes (attachment and intimacy), common issues in relationships (miscommunication, jealousy, conflict, etc.), and relationships and health.
<b>PSYC 361</b>	<b>Cognitive Processes Laboratory. (1)</b> (Prereq: PSYC 325 and PSYC 326 with a grade of C or better; Prereq. or coreq: PSYC 360; or consent of instructor) Practice in experimental techniques to measure cognitive phenomena, including perception, attention, memory, and language. One three-hour laboratory per week.	<b>PSYC 440</b>	<b>Psychological Testing and Measurement. (3)</b> 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.
<b>PSYC 370</b>	<b>Cognitive Neuroscience. (3)</b> (Prereq: PSYC 101) Examination of theories and research of the neural bases of various cognitive functions, such as memory, attention, perception, and problem solving.	<b>PSYC 445</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.
<b>PSYC 371</b>	<b>Cognitive Neuroscience Lab (1)</b> Prereq: PSYC 325, 325L or permission of instructor; Prereq or Coreq: PSYC 370) Practice in the various behavioral and electrophysiological research methodologies in the study of the neural bases of cognitive functions. One three-hour laboratory per week.	<b>PSYC 450</b>	<b>Sensation and Perception. (3)</b> Classical and contemporary approaches to how we perceive and respond to the environment, including sensory processes, motion perception, art, and illusions.
<b>PSYC 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.	<b>PSYC 451</b>	<b>Sensation and Perception Laboratory. (1)</b> (Prereq: PSYC 325 and PSYC 326 with a grade of C or better; Prereq or coreq: PSYC 450; or consent of instructor) Practice with psychophysics, physiological measures, and other methodologies used to investigate and experience perceptual phenomena. One three-hour laboratory per week.
<b>PSYC 381</b>	<b>Motivation Laboratory. (1)</b> (Prereq: PSYC 325 and PSYC 326 with a grade of C or better; Prereq or coreq: PSYC 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.	<b>PSYC 460</b>	<b>Introduction to Clinical Psychology. (3)</b> 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.
<b>PSYC 399</b>	<b>Independent Study. (3-6)</b> (Prereq: consent of instructor)	<b>PSYC 461</b>	<b>Behavioral Therapy Laboratory. (1)</b> (Prereq: PSYC 325 and PSYC 326 with a grade of C or better; Prereq or coreq: PSYC 320 or PSYC 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. One three-hour laboratory per week.
<b>PSYC 400</b>	<b>Psychology of the Exceptional Child. (3)</b> (Prereq: PSYC 310) 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.	<b>PSYC 465</b>	<b>Psychology of Addictive Behaviors. (3)</b> 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.
<b>PSYC 405</b>	<b>Infant and Child Psychology. (3)</b> (Prereq: PSYC 310) Theories, methods and substantive issues of development. Stability and change in cognition, social behavior and personality will be explored.	<b>PSYC 470</b>	<b>Neuroscience. (3)</b> Anatomical and physiological factors in behavior, including the physiology of learning, drug affects on behavior and the electrochemical behavior of the brain.
<b>PSYC 410</b>	<b>Psychology of Adolescence. (3)</b> (Prereq: PSYC 310) The intellectual, emotional and social development of adolescent individuals, challenges and adjustments.		
<b>PSYC 415</b>	<b>Adult Development. (3)</b> (Prereq: PSYC 310) Intellectual, emotional and social changes from young adulthood through death and dying. Life tasks relevant to young, middle and old ages will be covered.		
<b>PSYC 425</b>	<b>Childhood Psychopathology. (3)</b> 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		

- PSYC 471 Neuroscience Laboratory. (1)** (Prereq: PSYC 325 and PSYC 326 with a grade of C or better; Prereq. or Coreq: PSYC 470; or consent of instructor) Practice with biological and behavioral methodologies used to investigate the physiological bases of behavior. One three-hour laboratory per week.
- PSYC 480 Health Psychology. (3)** A survey of the psychosocial factors that influence wellness, disease, and the performance of health behaviors. Illness prevention, management, and treatment will be examined.
- PSYC 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.
- PSYC 499 Research Seminar. (1)** (Prereq or coreq: PSYC 325 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.
- PSYC 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.
- PSYC 598 Individual Research. (1-3 each)** (Prereq: 15 credits including PSYC 328) Each student will plan to execute one or more original minor researches under the instructor's supervision.
- PSYC 599 Honors Research Thesis. (3)** (Prereq: consent of honors supervisor, PSYC 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.

## Pre-Professional Curricula

Offered by the Department of Biology and Geology and the Department of Chemistry and Physics

### Pre-Professional Advisors

William H. Jackson, Department of Biology and Geology  
Monty Fetterolf, Department of Chemistry and Physics

### Curricula

A number of pre-professional curricula are offered by the Department of Biology and Geology and the Department of Chemistry and Physics. Students will be assisted in planning and course selection by a faculty advisor. It is the responsibility of each student to see to it that all requirements for his or her pre-professional curricula are completed.

### Allied Health Professions

USCA offers science-oriented students the opportunity of completing one of several two-year pre-professional plans including:

- medical technology
- physical therapy
- occupational therapy
- cytotechnology
- dental hygiene
- medical records administration
- respiratory therapy
- radiologic technology
- physician assistant

Students plan with their academic advisors a set of courses which best prepares them for the particular chosen field. Normally students pursuing

medical technology, cytotechnology, and radiologic technology are advised by faculty in the Department of Chemistry and Physics.

Students interested in physical therapy, occupational therapy, dental hygiene, respiratory therapy and medical records administration are advised by Dr. Stephanie Muga. After completing 60 semester hours, the student can usually apply for admission to a professional degree program at another institution, such as the Medical University of South Carolina or the Georgia Regents University.

The USCA Department of Exercise and Sports Science offers a baccalaureate degree in Exercise and Sports Science with a concentration in Allied Health. For more information, see the Exercise and Sports Science section of this bulletin or visit USCA Exercise and Sports Science online at <http://web.usca.edu/exercise>.

### Pre-Veterinary Science

There is no absolute, prescribed curriculum for entrance to schools of medicine, dentistry or veterinary science. The admissions committee of the professional schools will critically assess aspiring students as to their GPA, entrance test scores and the personal interview. Typically, the minimum college credits in the following subjects are required.

General Chemistry .....	8 hours
Organic Chemistry .....	8 hours
Biology .....	8 hours
Physics .....	8 hours
Mathematics .....	6 hours
English .....	6 hours

Students entering these professional areas generally have a bachelor's degree, usually in science. At 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. Monty Fetterolf in the Department of Chemistry and Physics for advisement. For those students majoring in Biology, the Pre-Med. advisor is Dr. William Jackson, 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 and from those who have not, provided that all 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 although some modifications may be needed. Students are strongly encouraged to apply to more than one pharmacy school and therefore will need to bring the list of required courses from those other schools with them to their first meeting with their advisor. The required courses for admission to the South Carolina College of Pharmacy are usually taken over four to six semesters and cover a wide range of subjects.

English Composition and Literature - ENGL 101 and 102

Math at least through Survey of Calculus with Applications - MATH 122

Elementary Statistics - STAT 201

General Biology - BIOL 121 and 122

Human Anatomy and Physiology - BIOL 232 and 242

General Chemistry - CHEM 111 and 112

Organic Chemistry - CHEM 331 and 332 with laboratories

General Physics - PHYS 201 and 202

Introductory Psychology - PSYC 101

Macro- or Microeconomics - ECON 221 or ECON 222

Interpersonal Communications - COMM 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

---

Clifton T. Jones, Ph.D., Dean of the School of Business Administration

## Mission Statement

The School of Business Administration focuses on creating a caring learning environment in its AACSB 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

David Harrison (Accounting), Ph.D., CPA, CMA, Virginia Polytechnic Institute & State University, 1998, *School of Business Administration Chair in Global Business*  
Richard A. Heiens, III (Marketing), Ph.D., Florida State University, 1993, *Walter F. O'Connell/Palmetto Professorship for Director of O'Connell Center for Excellence and Technology*  
Clifton T. Jones, (Economics), Ph.D., Texas A&M University, 1985, *Mr. & Mrs. Phinizy Timmerman Chair in Enterprise Development*  
Robert T. Leach (Finance), Ph.D., Kent State University, 1997  
Leanne C. McGrath (Management), Ph.D., University of South Carolina, 1983, *John M. Olin/Palmetto Professorship in Entrepreneurial Development*  
Sanela Porca (Economics), Ph.D., University of Tennessee, 2002  
C. Michael Ritchie (Management), Ph.D., University of South Carolina, 1993

### Assistant Professors

Patsy G. Lewellyn (Accounting), Ph.D., CPA, Louisiana Tech University, 1987  
Ravi Narayanaswamy (Management Information Systems), Ph.D., Clemson University, 2009  
Paul Newsom (Finance), Ph.D., University of Arkansas, 2003  
Linda C. Rodriguez (Management), Ph.D., University of Texas-Pan American, 2008  
Frank Xie (Marketing), Ph.D., Georgia State University, 2003

### Instructor

Karen B. Edgington (Business), M.B.A., University of Phoenix - Denver, 1997

### Adjunct Faculty Member

Irene K. Rudnick (Law), LL.B., University of South Carolina, 1952

### Distinguished Professors Emeriti

William H. Marsh (Finance), Ph.D., University of South Carolina, 1978  
Donald W. Mitcham, (Management), D.B.A., Georgia State University, 1974  
Marsha R. Shelburn (Economics), Ph.D., University of North Carolina at Chapel Hill, 1980  
Niren M. Vyas (Marketing), Ph.D., University of South Carolina, 1981

### Professor Emeritus

William L. Shelburn (Marketing), M.B.A., James Madison University, 1974

For information on business-related centers, refer to pages 3-4.

### 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:  
ENGL 101  
ENGL 102  
MATH 170  
ECON 221 or ECON 222  
BADM 225  
BADM 290 (with a grade of C or better)

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**

**1. General Education Requirements .....53-56**

**A. Knowledge of Human Cultures and the Physical and Natural World .....34-37**

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 29-30.

1. Natural Sciences.....7-8  
Biology, Chemistry, Physics, Geology, Astronomy (1 lab)
2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences ..... 6  
ECON 221, 222 ..... 6  
Psychology, Sociology, Anthropology, Political Science,  
Geography..... 3
4. Languages .....6-8  
(Two (2) semesters of the same language required.)
5. Humanities (three courses from at least two areas)<sup>1</sup> ..... 9  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym), Honors (HONS acronym),  
Literature (all students must take an English literature course  
numbered 200 or above)

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

1. Critical Inquiry..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. Oral Communication..... 3  
(COMM 201, COMM 241)
4. MATH 170 and MATH 122 or a higher level of calculus.... 6
5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 34.

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

1. American Political Institutions.....3  
(POLI 201, HIST 201, or HIST 202)

**2. Inter-Curricular Enrichment Program (ICE)**

Two approved events in each semester of enrollment.  
For more information, see ICE Program requirements on page 48.

**D. Integrative Learning**

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

**2. Business Core Requirements.....36**

BADM 225, 226, 290, 296, 350, 363,  
371, 379, 383<sup>2</sup>, 390, 478, BADM/ENGL 345

**3. Area of Concentration Requirements**

**Accounting:.....27**

ACCT 321, 331, 332, 334, 435, 439 .....18

Two courses from the following:

ACCT 322, 336, 437, ACCT/FINA 338 .....6

Business or economics course (300 or above).....3

**Finance:.....27**

FINA/ACCT 338, 412, 421, 460, 463, 469, MGMT 475 ....21

Business or economics courses (300 or above) .....6

**Management:.....27**

MGMT 374, 376, 473, 475, 477 .....15

Two courses from the following:

MGMT 378, 411, 442, BADM 380, BADM 494 .....6

Business or economics courses (300 or above) .....6

**Marketing: (a) Standard concentration. ....27**

MKTG 454, 457, 558, MGMT 475 .....12

Three courses from the following:

MKTG 353, 452, 455, 459, 474, 551;

BADM 429.....9

Business or economics courses (300 or above) .....6

**Marketing: (b) Optional concentration**

**(Golf Course Services) .....27**

MKTG 454, 457, 558; BADM 429 (6 hours), MGMT 475...18

Three courses from the following:

MKTG 353, 452, 455, 459, 474, 551; MGMT 473 .....9

**4. Free Electives.....5**

Can include up to three credit hours of

Economics/Business Administration courses (including BADM 290)

**Total hours required:**

**(Accounting, Finance, Management, Marketing) ..... 121-124**

<sup>1</sup> A detailed and more complete listing of humanities courses is given on page 33.

<sup>2</sup> A study abroad academic course with an international business component may be substituted for BADM 383 upon approval of the Dean of the School of Business Administration.

Students must complete 121-124 hours for the bachelor's degree. Included in these hours must be the courses to complete all the individual requirements listed. Developmental courses will **not** count toward degree requirements in the School of Business Administration.

All Business Administration majors are required to earn a C or higher in each course (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.

**Transfer Students:** 300 Level and above courses will only be accepted from AACSB Accredited schools.

**Evening Program.** Some courses toward a bachelor's degree in business may be offered online and in the evening. Some concentrations may be completed in the evenings. However, not all courses are offered every semester. Please refer to the 5 year plan for course scheduling.

### Palmetto College Business Degree Completion Program

The Palmetto College is a collaborative online upper-level degree completion program which utilizes the resources of the USC system's four regional campuses (Lancaster, Salkehatchie, Sumter, and Union) and four senior campuses (Aiken, Beaufort, Columbia, and Upstate). Generally speaking, students who have completed a minimum of 60 hours of transferable undergraduate coursework will be eligible to apply for admission to one of the senior campuses as a Palmetto College major. Students admitted as a Palmetto College major may not be concurrently enrolled in another degree program at the same time or another USC senior campus.

Starting Fall 2013, USC Aiken will offer an AACSB-accredited online degree completion program in Business Administration (Management concentration only) through the Palmetto College program. Students who have been admitted to USC Aiken as a Palmetto College business major will be able to complete all upper level requirements for the Bachelor of Science in Business Administration (BSBA) degree online. These courses will typically be offered in an 8-week accelerated format. The curriculum and degree requirements for the Palmetto College business major are exactly the same as those prescribed for the full four-year BSBA degree program offered by USC Aiken. Accordingly, Palmetto College business majors must fulfill all USC Aiken general education and major requirements listed elsewhere in this Bulletin. Students who successfully complete the Palmetto College Business Degree Completion Program will receive the AACSB-accredited BSBA degree from USC Aiken. For more information on the Business Degree Completion Program, please contact Ms. Mary Claire Millies, the USC Aiken Palmetto College Advisor at (803) 641-3595 or by e-mail at marym@usca.edu.

### Minor in Business

#### Requirements:

ECON 221 Principles of Macroeconomics.....	3
ECON 222 Principles of Microeconomics .....	3
BADM 225 Principles of Financial Accounting.....	3
BADM 226 Principles of Managerial Accounting.....	3
BADM 350 Principles of Marketing.....	3
BADM 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 (ACCT)

- ACCT 321 Federal Tax Procedures. (3)** (Prereq: C or better in BADM 225) Prepares the student for practical and theoretical work mainly in individual income tax areas.
- ACCT 322 Corporate Income Tax. (3)** (Prereq: C or better in BADM 225, ACCT 321) A study of Income Tax Laws and their application to corporations, partnerships, estates, and trusts.

**ACCT 331 Financial Accounting I. (3)** (Prereq: C or better in BADM 225 and BADM 226. BADM 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.

**ACCT 332 Financial Accounting II. (3)** (Prereq: C or better in ACCT 331) A continuation of the study begun in ACCT 331. Three credit hours, four contact hours.

**ACCT 334 Managerial Accounting I. (3)** (Prereq: C or better in BADM 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.

**ACCT 336 Managerial Accounting II. (3)** (Prereq: ACCT 334) A continuation from ACCT 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 ACCT 334 and 336 courses together provide a strong foundation in preparation for the management accounting sections of the CMA exam.

**ACCT 338 Financial Statement Analysis. [=FINA 338] (3)** (Prereq: C or better in BADM 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.

**ACCT 435 Auditing Theory. (3)** (Prereq: BADM 296 and ACCT 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.

**ACCT 437 Advanced Accounting. (3)** (Prereq: ACCT 332) Selected topics in advanced accounting, including unique problems related to special sales arrangements, business combinations and consolidated financial statements.

**ACCT 438 C.P.A. Problems. (3)** (Prereq: ACCT 321, 437 or permission of instructor) An application of the problems and environment encountered by C.P.A. examination candidates.

**ACCT 439 Accounting Information Systems (3)** (Prereq: ACCT 331; BADM 390) A study of information systems for collecting and processing data supportive of financial and managerial accounting, decision making, and effective control of organizations.

#### Business Administration (BADM)

**BADM 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.

**BADM 226 Principles of Managerial Accounting. (3)** (Prereq: BADM 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.

- BADM 290 Business Application Software. (3)** A study of various business software applications aimed at enhancing knowledge, skills and abilities relating to the Microsoft Office systems. The course will provide a common foundation for an integrated study of business disciplines.
- BADM 296 Statistics. (3)** (Prereq: MATH 170, BADM 290) Basic concepts of descriptive and inferential statistics. Topics include sampling techniques, measures of central tendency and variation, probability distributions, hypothesis testing, analysis of variance, and simple and multiple linear regression analysis.
- BADM 312 An Introduction to the Internet for Business Applications. (3)** (Prereq: BADM 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.)
- BADM 320 Business Data Communications. (3)** (Prereq: BADM 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.)
- BADM 324 Commercial Law. (3)** Contracts, sales, bailments, negotiable instruments, agency, partnership and corporation. Uses a combination of textbook and casebook methods of instruction.
- BADM 328 Green Business and Sustainability Practices. (3)** The emerging area of business sustainability provides substantial opportunities for business growth and new markets. Compliance is also necessary to meet new directions in evolving governmental laws, and ethical business standards. This course explores why and how leading companies use environmental strategies to innovate, create value, build competitive advantage, and meet legal standards. Together with strategic business analysis, the course provides the foundation and road map for the "greening" of sustainable business operations. The course is offered within the School of Business Administration, but may be of special interest to biology, chemistry, and political science majors.
- BADM 345 Business Writing [=ENGL 345]. (3)** (Prereq: grade of C or better in ENGL 102) Extensive practice in different types of business writing, from brief letters to formal articles and reports. This course is cross-listed with ENGL-345, Business Writing.
- BADM 350 Principles of Marketing. (3)** (Prereq: ECON 221 or ECON 222) Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.
- BADM 363 Business Finance. (3)** (Prereq: BADM 225) The study of the procurement and management of wealth by privately owned profit-seeking enterprises.
- BADM 371 Principles of Management and Leadership. (3)** (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A comprehensive survey of the basic principles of management and leadership applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management and leadership process.
- BADM 379 Social, Ethical and Legal Aspects of Business. (3)** (Prereq: Junior Standing) Study of how the social, legal, economic, political, technological and ecological dimensions of the external environment affect business. Specific topics include values and ethics in business, business and government relations, corporate social performance, stakeholder responsibility, and business law.
- BADM 380 Entrepreneurship. (3)** (Prereq: BADM 350, BADM 363, and BADM 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.
- BADM 383 International Business. (3)** (Prereq: BADM 350, BADM 363, BADM 371) Introduces the student to economic, financial, legal, political, cultural, institutional, and managerial considerations associated with international business transactions.
- BADM 390 Management Information Systems. (3)** (Prereq: Acceptance into School of Business Administration Professional Program) Introduction to major concepts in business information systems including traditional and relational databases, networks, the Internet, electronic commerce and information security; emphasis will be placed on understanding the integral role of information systems in business. The applied part will focus on use of database and spreadsheet applications to analyze and solve business problems.
- BADM 393 Quantitative Methods and Decision Analysis. (3)** (Prereq: BADM 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.
- BADM 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).
- BADM 396 Business Research Methods. (3)** (Prereq: BADM 296 and BADM 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.
- BADM 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.

**BADM 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.

**BADM 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.

**BADM 429** **Internship. (1-3)** (Prereq: Junior Standing, 2.5 GPA, BADM 350, BADM 363, BADM 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.

**BADM 478** **Strategic Management. (3)** (Prereq: BADM 350, BADM 363, BADM 371, Senior Standing, and successful completion of the Writing Proficiency Portfolio Requirement) A study of the strategic management process and of the formulation and application of functionally integrated business policy by top management. Emphasis is on decision-making in the face of changing conditions.

**BADM 494** **Project Management. (3)** (Prereq: BADM 371) A study of general principles of project management which includes concepts related to management of technology, people, stakeholders and other diverse elements necessary to successfully complete the project. The student will explore both technical and managerial challenges involved in managing projects.

### Economics (ECON)

**ECON 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.

**ECON 221** **Principles of Macroeconomics. (3)** (Prereq: Math placement above 108 or completion of MATH 108) Includes the measurement of national levels of production, inflation and unemployment, and the effects of monetary and fiscal policies on those variables.

**ECON 222** **Principles of Microeconomics. (3)** (Prereq: Math placement above 108 or completion of MATH 108) Includes the analysis of price determination in product and resource markets under competitive and noncompetitive conditions.

**ECON 311** **Issues in Economics. (3)** (Prereq: ECON 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.

**ECON 503** **International Economics. (3)** (Prereq: ECON 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.

**ECON 506** **Labor Economics. (3)** (Prereq: ECON 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.

**ECON 526** **Managerial Economics. (3)** (Prereq: ECON 221, 222; BADM 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 (FINA)

**FINA 163** **Personal Finance. (3)** Life insurance, health insurance, wills, trusts, Social Security, stocks, bonds, real estate, mutual funds and other uses of funds.

**FINA 300** **Real Estate Management. (3)** (Prereq: 30 credit hours) Explores the economics of real estate, real estate value, real estate finance, rights in real property and their transfer, public programs, and policies relating to real property. As time permits, investment analysis, asset-backed securities, and valuation theory of real estate is covered.

**FINA 310** **Life Insurance. (3)** (Prereq: 30 credit hours) Course explores the basic principles, functions, uses, and legal aspects of life insurance and the life insurance industry. Types of policy contracts, including special policy provisions and riders, as well as the calculation of premiums and reserves are covered. Types of organizations, and the management and supervision of companies are discussed.

**FINA 338** **Financial Statement Analysis. [=ACCT 338] (3)** (Prereq: C or better in BADM 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. This course is cross-listed with ACCT 338, Financial Statement Analysis.

**FINA 412** **Intermediate Business Finance. (3)** (Prereq: C or better in BADM 363) This course is an extension of topic material presented in BADM 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.

**FINA 421** **Financial Markets, Money, and Banking. (3)** (Prereq: C or better in ECON 221, ECON 222, BADM 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.

**FINA 460** **Capital Budgeting. (3)** (Prereq: C or better in BADM 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.

<b>FINA 463</b>	<b>Advanced Business Finance. (3)</b> (Prereq: C or better in FINA 412) A study of the advanced phases of business finance whereby theory and principles are employed in solving actual business cases.		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.
<b>FINA 465</b>	<b>Commercial Bank Practice and Policy. (3)</b> (Prereq: FINA 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.	<b>MGMT 475</b>	<b>Production/Operations Management. (3)</b> (Prereq: BADM 296 and BADM 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.
<b>FINA 469</b>	<b>Investment Analysis and Portfolio Management. (3)</b> (Prereq: C or better in BADM 363) Conceptual and analytical framework for formulating investment policies, analyzing securities and constructing portfolios.		
<b><u>Management (MGMT)</u></b>			
<b>MGMT 374</b>	<b>Human Resources Management. (3)</b> (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A development of an understanding of personnel administration as a staff function through a study of modern-day concepts and practices. Topics include: research and standards, employment, training and education, safety and health, employee services and industrial relations.	<b>MGMT 477</b>	<b>Organization Theory. (3)</b> (Prereq: BADM 371) A conceptual framework for the orderly analysis of management functions through studies in organization, planning and control theories.
<b>MGMT 376</b>	<b>Organization Behavior. (3)</b> (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A study of the process of integrating people into a work situation that motivates them to work together productively, cooperatively and with economic, psychological and social satisfaction.	<b>MGMT 501</b>	<b>Management of Technology and Innovation. (3)</b> (Prereq: BADM 350, BADM 363, BADM 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.
<b>MGMT 378</b>	<b>Labor Relations (3)</b> (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program). A study of the development and methods of labor unions and employee associations in organization. Labor disputes, collective bargaining techniques, contents of contracts and public policies are analyzed from the standpoints of economics and law. Topics include employee representation, company unions, strikes, boycotts, lockouts and trade agreements.	<b>MGMT 559</b>	<b>Purchasing and Materials Management. (3)</b> (Prereq: Junior Standing or Acceptance into the School of Business Administration Professional Program) A comprehensive survey of the organization activities involved in purchasing materials and controlling their costs.
<b>MGMT 401</b>	<b>Topics in Entrepreneurship. (3)</b> (Prereq: BADM 350 and BADM 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.	<b><u>Marketing (MKTG)</u></b>	
<b>MGMT 411</b>	<b>International Management. (3)</b> (Prereq: Junior Standing; Coreq: BADM 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.	<b>MKTG 353</b>	<b>Channels and Institutions. (3)</b> (Prereq: BADM 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.
<b>MGMT 442</b>	<b>e-Business Management. (3)</b> (Prereq: BADM 350 and BADM 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.	<b>MKTG 452</b>	<b>International Marketing. (3)</b> (Prereq: BADM 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.
<b>MGMT 473</b>	<b>Management and Operations of Small Business. (3)</b> (Prereq: BADM 371 and BADM 350) Analyzes	<b>MKTG 454</b>	<b>Promotion Strategies and Advertising. (3)</b> (Prereq: BADM 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.
		<b>MKTG 455</b>	<b>Consumer Behavior. (3)</b> (Prereq: BADM 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.

- MKTG 457 Marketing Research. (3)** (Prereq: BADM 350, BADM 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.
- MKTG 459 Personal Selling and Sales Management. (3)** (Prereq: BADM 226, BADM 296, BADM 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.
- MKTG 474 Golf Course Operations. (3)** (Prereq: BADM 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)
- MKTG 551 Retailing Management. (3)** (Prereq: BADM 350) A comprehensive course emphasizing the specific activities of management, merchandising and promotional functions required of the retail outlet with a competitive business environment.
- MKTG 558 Marketing Management. (3)** (Prereq: BADM 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

---

Windy Schweder, Ph.D., Interim 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 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

Thomas J. C. Smyth (Reading Education), Ph.D., University of South Carolina, 1983, *Westinghouse Endowed Professorship in Instructional Technology* (Coordinator, M.Ed. Educational Technology Program and Secondary English Education Program)

## Associate Professors

Tim Lintner (Social Sciences and Comparative Education), Ph.D., University of California-Los Angeles, 1998 (Coordinator, Secondary Social Studies Education Program)

Sally McClellan (Early Childhood Education), Ph.D., University of South Carolina, 1992 (Coordinator, Early Childhood Education Program)

Windy Schweder (Special Education), Ph.D., University of South Carolina, 2004 (Coordinator, Special Education Program and Teacher Cadets)

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

Vernelle Tyler (Elementary Education), Ph.D., University of South Carolina, 1993

## Assistant Professors

Tara Beziat (Educational Psychology), Ph.D., Kent State University, 2012

Bridget Coleman (Elementary Education), Ph.D., University of South Carolina, 2004 (Coordinator, Middle Level Education Program and Secondary Mathematics Education Program)

Kathleen Hanson (Languages, Literatures, and Cultures, Special Education), Ph.D., University of Michigan, 2007

Arlene Puryear (Classroom Environments), D.Sc., Curtin University, 2003

Jennifer Regelski (Educational Leadership and Innovation), Ed.D. Wilmington University, 2013

Laura Quaynor (Educational Studies), Ph.D., Emory University, 2012

## 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

Jaime Creasy (Instructional Leadership), Ed.S., Augusta State University, 2012

Gwen Johnson (Secondary Mathematics), Ph.D., University of South Carolina, 2009

Michelle Vanderberg (K-8 Education), M.A.T., Chapman University, 2002

## Coordinator - Elementary Education Program at USC Salkehatchie

Charles "Buddy" Phillips (Education Administration), Ed.S., The Citadel, 1981

## Adjunct Faculty

Beth Beasley (School Administration), Ed.S., The Citadel, 1978

Angela Burkhalter (Education Administration), Ph.D., University of South Carolina, 1995

Barbara Burns (Elementary Education), M.Ed., Slippery Rock University, 1971

Tammy Butler-Washington (Public Health), M.S., University of South Carolina, 1997

Elaine Clanton-Harpine (Educational Psychology/Counseling), Ph.D., University of Illinois, 1972

Joy Collins (Special Education), M.Ed., College of Charleston, 2004

April Cullum (Communication Disorders), M.C.D., University of South Carolina, 2012  
 Carmen Downs (Special Education), M.Ed., Augusta State University, 1988  
 Bramlett Drew (School Psychology), Ed.S., The Citadel, 2006  
 Sally Hiers (Elementary Education), M.Ed., University of South Carolina, 1980  
 Jack Hutto (Creative Arts in Curriculum), M.Ed., Lesley University, 2000  
 William Kiesling (Secondary Education, Social Studies), M.Ed., University of South Carolina, 1979  
 Alice Kirkland (Secondary Education, Social Studies), M.Ed., University of South Carolina, 1975  
 Meredith Leopard (Art Education), M.A.T., Lander University, 2004  
 David Lewis (Educational Psychology/Counseling), M.A., Tennessee Technological University, 1978  
 Deborah McMurtrie (Elementary Education), M.Ed., University of South Carolina Aiken, 1996  
 Peggy O'Banner (Early Childhood), M.Ed., University of South Carolina, 1987  
 Anne Poplin (English Education), M.A.T., University of South Carolina, 2002  
 Melissa Riley (Educational Psychology), Ph.D., University of South Carolina, 2001  
 Sharon Robertson (Elementary Education), M.Ed., University of South Carolina, 1987  
 Lori Secrist (Exercise Science), M.S. University of South Carolina, 1997  
 Amanda Senn (Science Education), M.S., Florida Institute of Technology, 1984  
 Randy Stowe (Educational Psychology), Ph.D., University of Georgia, 1988  
 Ann Marie Taylor (Learning Disabilities), M.A.T., Francis Marion University, 2001

#### **Distinguished Chancellor Emeritus and**

#### **Distinguished Professor Emeritus**

Robert E. Alexander (Education), Ed.D., University of South Carolina, 1977

#### **Distinguished Professors Emeriti**

James F. Kauffman (Education), Ph.D., University of Denver, 1971  
 Margaret Riedell (Reading Education), Ph.D., University of South Carolina, 1979

#### **Professors Emeriti**

Ruth H. Cordahi (Educational Psychology), Ph.D., University of Oklahoma, 1974  
 John Lisk (Health & Physical Education), Ph.D., Texas A & M University, 1980  
 Audrey Skrupskelis (Elementary/Early Childhood Education), Ph.D., University of South Carolina, 1989

**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 candidates 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. Candidates should contact their advisors for information regarding the administration of this test. Candidates who have scored at least 1100 on the 2-part SAT, or 1650 on the 3-part SAT, or a 24 on the ACT are exempt from taking the Praxis I exam.

## **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)
- Middle Level Education
  - English/Mathematics
  - English/Science
  - English/Social Studies
  - Mathematics/Science
  - Mathematics/Social Studies
  - Science/Social Studies
- Music Education (see page 85 in Visual and Performing Arts)
- Special Education (grades PK-12)
  - Secondary Education (grades 9-12)
    - Biology
    - Chemistry
    - Comprehensive 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 and Middle levelmajors 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 (ENGL) 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 two deadlines: February 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 (ENGL) 101, 102 (or their equivalents) and the Communications requirement (or its equivalent).
5. 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. Candidates who have scored at least a 1100 on the 2-part SAT, 1650 on the 3-part SAT, or a 24 on the ACT are exempt from taking the Praxis I exam.
6. A disposition statement must be submitted electronically with the application and reviewed by the professional program committee.
7. 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 month of **February**. For spring admittance to the professional program, interviews will be held in the month of **October**. **Therefore, criteria 1-7 must be met prior to the two application deadlines in order for interviews to be scheduled at the appropriate times.**

## 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.

The School of Education reserves the right to remove any candidate from the Professional Program if he/she has been arrested or charged with a crime.

## **Reservation of Rights**

The School of Education reserves the right to remove any candidate from the Professional Program if he/she has been arrested or charged with a crime.

## 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 **January 15th** to intern in the following school year.
2. Submit internship portfolio by October 15 for internship in the spring semester and February 15 for internship in the following fall semester. Internship portfolio must be rated at the acceptable level or higher for candidate to be considered for admission to internship.
3. Candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.
4. 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.
5. The candidate must have no more than 12 hours of course work (general education/electives) remaining to meet graduation requirements following completion of internship.
6. 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.
7. For elementary, early childhood, and special education majors, candidates must have a grade of C or better in MATH 221 and 222 (or course equivalents).
8. Candidates must have made satisfactory progress as designated by the Junior/Senior Block review committee.
9. 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 by December 15 for spring interns and July 20 for fall interns. Scores not received by those dates will delay internship by a semester.

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 and Middle Level students are limited to placement only in Aiken and Edgefield School Districts. **Candidates are required to provide their own transportation to and from schools at which they are placed for field experiences.***



### Benchmark V: Exit from Internship

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a cooperating teacher and a university supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully take over the classroom in which they have been assigned for a minimum of 10 days. The candidate is observed teaching a class a minimum of 4 times by both the cooperating teacher and university supervisor for a minimum total of 8 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/SAFE-T 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.*

## 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. Have successfully completed a minimum of 60 credit hours including most general education course requirements and earned a C or better in all pre-professional program classes.
2. Complete the on-line professional program application (<http://www.usca.edu/education>) by one of the two deadlines: February 1 or October 1. (**Elementary Education Majors at USC Salkehatchie can only enter the professional program in the fall and must meet the February 1 deadline.**)
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 (ENGL) 101, 102 (or their equivalents) and the Communications requirement (or its equivalent).
5. 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. Candidates who have scored at least a 1100 on the 2-part SAT, 1650 on the 3-part SAT, or a 24 on the ACT are exempt from taking the Praxis I exam.
6. A disposition statement must be submitted electronically with the application and reviewed by the professional program committee.
7. 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 month of **February**. 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 two application deadlines in order for interviews to be scheduled at the appropriate times.**

<sup>1</sup> Applications for the PRAXIS I (PPST) are available 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, plagiarism, or poor academic performance.*

#### Reservation of Rights

The School of Education Reserves the right to remove any candidate from the Professional Program if he/she has been arrested or charged with a crime.

#### Benchmark III: Junior/Senior Block Reviews

At the end of the Junior and Senior block classes, faculty teaching the methods and practica classes meet to discuss candidate progress to date. Faculty discuss candidate knowledge, skills, and dispositions at this time to determine if satisfactory progress is being made to allow the candidate to continue in the program. Concerns may be, but are not limited to, unsatisfactory professional disposition, lack of intellectual motivation, inadequate interpersonal skills, insufficient cooperative attitude, violation of fundamental academic principles of honesty and integrity, or an identified weakness in expressive skills. In addition to minimum grade requirements, specific attention will be given to each applicant's proficiency in writing and speech. Identification of a weakness in either writing or in speech may require additional academic work as a condition of approval for the internship.

The review committee can make one of three recommendations: satisfactory progress is being made – no "remedial" recommendations made; satisfactory progress is being made – however, some

concerns are expressed - recommendations about concerns are forwarded to the Dean of the School of Education (Dean); satisfactory progress is not being made, candidate cannot proceed further in program unless concerns are addressed.

In the cases where concerns are expressed, the committee forwards their concerns in writing to the Dean. The Dean then schedules a meeting with the candidate to express the committee's concerns and the actions the candidate must take to address the concerns. If the candidate does not address the concerns to the satisfaction of the committee or the Dean in a reasonable amount of time, the candidate may be permanently expelled from the program.

#### Benchmark IV: Acceptance into Internship

The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate's preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with 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 **January 15th** for internship in the following school year.
2. Submit internship portfolio by October 15th for internship in the spring semester and February 15th for internship in the following fall semester. Internship portfolio must be rated at the acceptable level or higher for candidate to be considered for admission to internship.
3. Candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.
4. 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.
5. The candidate must complete all course work to meet graduation requirements following completion of internship.
6. 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.
7. For elementary, early childhood, and special education majors, candidates must have a grade of C or better in MATH 221 and 222 (or course equivalents).
8. Candidates must have made satisfactory progress as designated by the Junior/Senior Block review committee.
9. 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 by December 15 for spring interns and July 20 for fall interns. Scores not received by those dates will delay internship by a semester.
10. 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 and Middle Level students are limited*

*to placement only in Aiken and Edgefield School Districts. **Candidates are required to provide their own transportation to and from schools at which they are placed for field experiences.***

#### Benchmark V: Exit from Internship

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a cooperating teacher and a university supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully take over the classroom in which they have been assigned for a minimum of 10 days. The candidate is observed teaching a class a minimum of 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/SAFE-T 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 graduation and prior to being recommended for certification by the Dean.*

#### **Areas of Study**

The curricula for degrees in Early Childhood Education, Elementary Education, Special Education, Middle Level (English/Social Studies, English/Math, English/Science, Social Studies/Math, Social Studies/Science, Math/Science), and Secondary Education (Biology, Chemistry, English, Mathematics, 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 Department of Education upon recommendation by the Dean of the School of Education. Prior to the internship, candidates are required to complete an on-line application for certification for the SC Department of Education **and** register for fingerprinting. **The intern is responsible for completing the certification application, fingerprinting registration and associated fee payment (currently \$105 for certification and \$54.25 for fingerprinting) and submitting a receipt of payment, application, and registration along with a copy of their Social Security Card to the School of Education administrative assistant in Room 210 of the Business and Education Building. For fall interns, application and fingerprinting is due some time during the month of January the semester prior to internship. For**

**spring interns, application and fingerprinting is due some time in the month of April a year prior to internship. The School of Education arranges a day for the fingerprinting to occur and notifies candidates approximately a month prior to the application and registration process.** 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 for Internship or Senior Seminar will not be recommended for certification.**

**Additional Areas of Certification**

Individuals who are initially certified may “add-on” certification in other subject areas. Candidates should consult with their advisors or the Dean of the School of Education concerning specific requirements for “add-on” certification.

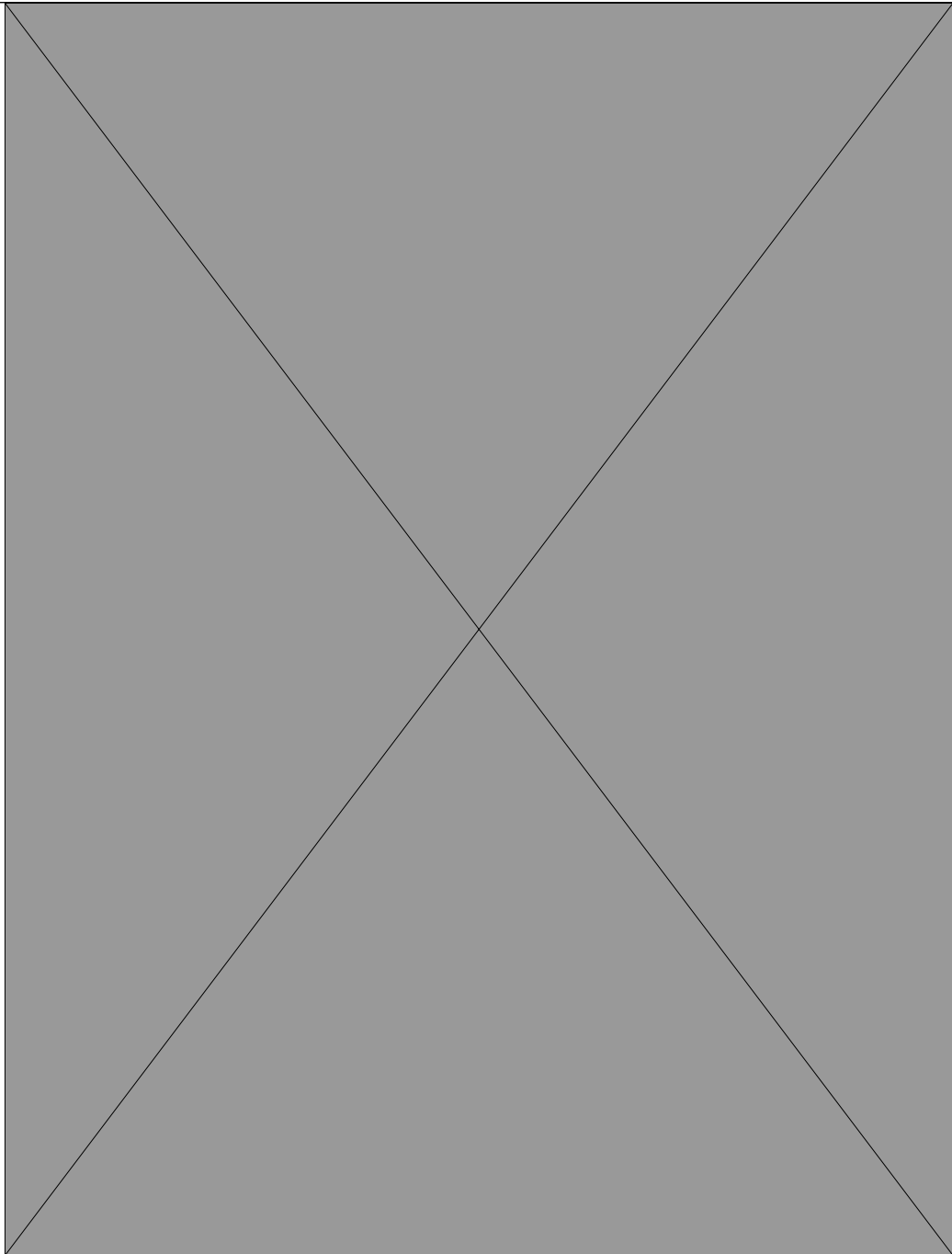
**Title II - Institutional Report**

In 1988, the U.S. Congress passed legislation (Title II, Section 207 of the Higher Education Act) that required all states and institutions that have teacher preparation programs to submit annual reports on teacher preparation and licensing beginning in 2001. USC Aiken reports the following information for the cohort of students who completed teacher preparation programs at the undergraduate level during the school year 2011-2012.

**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. As of July 1, 2006, the State of South Carolina requires all candidates to have taken and passed the Praxis II Principles of Learning and Teaching (PLT) exam prior to initial certification. As a result, the School of Education requires a passing score on the PLT prior to graduation. As with the Praxis II content area exams, the PLT is part of the overall assessment system for the School of Education.



Aggregate and Summary Pass-Rate Report <sup>1</sup>							
					Statewide		
USC Aiken 71 in Cohort							
Type of Assessment <sup>2</sup>	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Institutional Pass Rate	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Statewide Pass Rate	
Aggregate - Professional Knowledge	71	71	100%	2399	2314	96%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	110	110	100%	3360	3276	97%	
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	4	4	100%	43	36	83%	

- <sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.
- <sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
- <sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.
- <sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

- (Two (2) semesters of the same language required.)
5. Humanities (at least two areas)<sup>1</sup> ..... 9
    - Communications (last two digits must be in 50s or 60s)
    - History, Literature, Art History, Music History, Theatre History, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym)
    - Honors (HONS acronym)

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

1. Critical Inquiry.....1
  - Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102.....6
  - Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. Oral Communication <sup>2</sup> .....3
  - (COMM 201 or COMM 241)
4. Math/Statistics/Logic.....6
  - (MATH 221 and MATH 222)
  - (Early Childhood Education majors are encouraged to take the math placement test. MATH 221 can be taken the first semester without any pre-requisite math classes. MATH 104 and MATH 108 are pre-requisite classes for MATH 222.)
5. Satisfactory completion of Writing Proficiency Requirement
  - For more information, see Writing Proficiency Portfolio on page 43.
  - (Education majors must complete semester prior to internship/student teaching)**
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.
  - For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions.....3
  - (POLI 201, HIST 201, or HIST 202)

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.

**Computer Literacy in Education**

By successfully completing EDUC 242 or EDEX 440, candidates prove evidence of computer literacy.

**Bachelor of Arts in Education—**

**Major in Early Childhood Education**

The Early Childhood Education Program provides preparation for teaching in preschool, kindergarten and primary grades. The Early Childhood certificate permits teaching of grades Pre-K - 3 in primary and elementary schools of South Carolina. The program is planned to give undergraduates a broad liberal arts background together with a wide range of practical experiences in a variety of public and private early childhood settings.

**1. General Education Requirements.....51-53**

**A. Knowledge of Human Cultures and the Physical and Natural World.....32-34**

At least 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 29-30..

1. Natural Sciences.....8
  - (BIOL 122 or BIOL 110, and GEOL 201 or PHYS 101 or higher physics)
2. History of Civilization .....3
  - (HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas).....6
  - Psychology, Sociology, Anthropology, Economics, Political Science, Geography
4. Languages .....6-8

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements on page 43.

**Education majors must complete ICE requirements prior to internship/student teaching.**

**D. Integrative Learning.....**

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

**2. Pre-Professional Education Requirements<sup>2</sup> .....22**

- EDUC 210 or 110L, 242 .....4
- EDFN 321 .....3
- EDEC 211 .....3
- EDEC 256 .....3
- EDPY 235 .....3
- EDRD 218 .....3
- EDEX 200 .....3

**3. Professional Education Requirements<sup>1</sup> .....43**

- Junior Block: EDRD 520, EDEC 411, 542, 544 .....14
- Senior Block: EDEC 435, 436, 540, EDRD 521 .....14
- Internship: EDEC 469, 476 .....15

**4. Subject Area Requirement (English above 250) .....3**

**5. General Electives.....3**

**Total hours ..... 122-124**

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

<sup>2</sup> Must have C or better

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

The Elementary Education Program provides preparation for teaching in public school grades 2-6. Each candidate is given practical experience with children of different age levels and in different types of public school settings.

**1. General Education Requirements .....51-53**

**A. Knowledge of Human Cultures and the Physical and Natural World .....32-34**

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 29-30.

- 1. Natural Sciences..... 8  
(BIOL 122 or BIOL 110, and GEOL 201)
- 2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
- 3. Social and Behavioral Sciences  
Geography 101, 102, 103, or 124 ..... 3  
Psychology, Sociology, Anthropology,  
Economics, or Political Science.....3
- 4. Languages .....6-8  
(Two (2) semesters of the same language required.)
- 5. Humanities  
HIST 201 or 202 ..... 3  
Choose 6 hours from two of the following fields ..... 6  
(ARTH, MUSC 173 or 175, THEA 161)

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

- 1. Critical Inquiry..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second

academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.

**2. English 101 and 102..... 6**

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.

**3. Oral Communication<sup>1</sup> ..... 3**  
(COMM 201 or COMM 241)

**4. Math/Statistics/Logic ..... 6**

(MATH 221 and MATH 222)  
(Elementary Education majors are encouraged to take the math placement test. AMTH 221 can be taken the first semester without any pre-requisite math classes. MATH 104 and MATH 108 are pre-requisite classes for MATH 222.)

**5. Satisfactory completion of Writing Proficiency Requirement**

For more information, see Writing Proficiency Portfolio on page 43.

**(Education majors must complete semester prior to internship/student teaching)**

**6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.**

For more information, see Writing Intensive Course Definition on page 30.

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

**1. American Political Institutions..... 3**  
APLS 201

**2. Inter-Curricular Enrichment Program (ICE)**

For more information, see ICE Program requirements on page 48.

**Education majors must complete ICE requirements prior to internship/student teaching.**

**D. Integrative Learning.....**

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

**2. Pre-Professional Education Requirements<sup>1</sup> .....28**

- EDUC 210 or 110L, 242 .....4
- EDFN 321, EDPY 330, 235 .....9
- EDRD 218, EDEX 200, EDEL 430 ..... 9
- HPED 331, 455 .....6

**3 Professional Education Requirements<sup>1</sup> .....43**

- Junior Block: EDEL 432, 432P, 434, 445, EDRD 420, 420P .....14
- Senior Block: EDEL 431,431P, 443, 443P, 441, EDRD 421 .....14
- Internship: EDEL 470, 476 ..... 15

**4 Subject Area Requirement .....7**

- English above 250 .....3
- PHYS 101 or higher physics .....4

**Total hours ..... 129-131**

<sup>1</sup> Must have C or better

**Middle Level Education**

The Middle Level Education Program prepares candidates for teaching in public school grades 5-8. Candidate preparation in two teaching fields emphasize the development of increasingly complex intellectual skills and the ability to integrate curriculum content across academic disciplines. Candidates examine and develop teaching pedagogy appropriate for young adolescents. Candidate observation, participation and teaching experiences are designed to develop awareness of and tolerance toward diversity.

Middle Level Education candidates transferring from a two-year institution will not receive transfer credit for courses considered upper division. In addition, transfer credit will not be granted for courses taken in which the prerequisites have not been observed.

**Bachelor of Arts in Education—**

**Major in Middle Level Education  
(Area of Concentration in English/Mathematics)**

**1. General Education Requirements .....50-53**

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

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 29-30.

- 1. Natural Sciences.....7-8  
Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (1 lab)
- 2. History of Civilization ..... 3  
(HIST 101 or HIST 102)
- 3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology, Economics, Political Science, Geography
- 4. Languages .....6-8  
(Two (2) semesters of the same language required.)
- 5. Humanities  
English Literature.....6  
Humanities elective selected from below<sup>2</sup> ..... 3  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

- 1. Critical Inquiry ..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
- 2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
- 3. Oral Communication<sup>1</sup>..... 3  
(COMM 201, or COMM 241)
- 4. Math/Statistics/Logic<sup>1</sup>  
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH 104 prior to MATH 108.  
  
Math 108 ..... 3

(Candidates who place out of MATH 108 or have taken a higher level mathematics course that requires MATH 108 as a pre-requisite, (except MATH 222) may substitute any 3-hour elective in place of MATH 108.)

STAT 201 (or higher statistics) ..... 3

5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 49.

**(Education majors must complete semester prior to internship/student teaching)**

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions.....3  
(POLI 201, HIST 201, or HIST 202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements on page 43.

**Education majors must complete ICE requirements prior to internship/student teaching.**

**D. Integrative Learning ..... 3**

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

**2. Pre-Professional Program Requirements<sup>1</sup> .....14**

- EDUC 242.....3
- EDPY 334, 235 .....6
- EDSE 311.....2
- EDEX 200.....3

**3. Professional Program Requirements<sup>1</sup> .....33**

- EDUC 455.....3
- EDRD 518.....3
- EDSE 446, 446P .....4
- EDSE 447, 447P, 450, 450P.....8
- EDSE 471, 476.....15

**4. Subject Area Requirements<sup>1</sup> .....30**

- EDRD 485.....3
- ENGL 291, 360 .....6
- ENGL 450 or 460.....3
- MATH 111, 122, 170, 221, 222, 503.....18  
(A candidate who has received credit for MATH 141 or higher may take 6 hours of electives in place of MATH 111 and MATH 122. A candidate who places out of MATH 111 may take 3 hours of electives in place of MATH 111.)

**Total Hours ..... 127-130**

<sup>1</sup> Must have C or better

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

**Bachelor of Arts in Education—**

**Major in Middle Level Education  
(Area of Concentration in English/Science)**

**1. General Education Requirements .....51-53**

**A. Knowledge of Human Cultures and the Physical and Natural World .....32-4**

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 29-30.

1. Natural Sciences <sup>1</sup> .....	8
BIOL 122 and PHYS 101 or higher physics	
2. History of Civilization .....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities .....	6
English Literature <sup>1</sup> .....	
Humanities elective selected from below <sup>2</sup> .....	
Communications (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym) Honors (HONS acronym)	
<b>B. Intellectual and Practical Skills .....</b>	<b>16</b>
1. Critical Inquiry .....	1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.	
2. English 101 and 102 .....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
3. Oral Communication <sup>1</sup> .....	3
(COMM 201 or COMM 241)	
4. Math/Statistics/Logic <sup>1</sup> .....	3
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH 104 prior to MATH 108.	
Math 108 .....	
(Candidates who place out of MATH 108 or have taken a higher level mathematics course that requires MATH 108 as a pre-requisite, (except MATH 222) may substitute any 3-hour elective in place of MATH 108.)	
STAT 201 (or higher statistics) .....	
5. Satisfactory completion of Writing Proficiency Requirement .....	3
For more information, see Writing Proficiency Portfolio on page 43. <b>(Education majors must complete semester prior to internship/student teaching)</b>	
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major. .....	3
For more information, see Writing Intensive Course Definition on page 30.	
<b>C. Personal and Social Responsibility .....</b>	<b>3</b>
1. American Political Institutions .....	3
(POLI 201, HIST 201, or HIST 202)	
2. Inter-Curricular Enrichment Program (ICE) .....	3
For more information, see ICE Program requirements on page 43. <b>Education majors must complete ICE requirements prior to internship/student teaching.</b>	

**D. Integrative Learning .....**

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

<b>2. Pre-Professional Program Requirements<sup>1</sup> .....</b>	<b>14</b>
EDUC 242 .....	
EDPY 334, 235 .....	
EDSE 311 .....	
EDEX 200 .....	
<b>3. Professional Program Requirements<sup>1</sup> .....</b>	<b>33</b>
EDUC 455 .....	
EDRD 518 .....	
EDSE 446, 446P .....	
EDSE 447, 447P, 453, 453P .....	
EDSE 471, 476 .....	
<b>4. Subject Area Requirements<sup>1</sup> .....</b>	<b>30</b>
EDRD 485 .....	
ENGL 291, 360 .....	
ENGL 462 .....	
ENGL 450 or 460 .....	
BIOL 370 .....	
CHEM 101 or CHEM 111 or higher .....	
GEOL 201 .....	
MATH 111 .....	
(A candidate who has placed out of MATH 111 or has received credit for MATH 122 or MATH 141 or higher may take 3 hours of electives in place of MATH 111.)	

**Total Hours .....** 128-130

<sup>1</sup> Must have C or better

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

**Bachelor of Arts in Education—**

**Major in Middle Level Education**  
**(Area of Concentration in English/Social Studies)**

<b>1. General Education Requirements .....</b>	<b>50-53</b>
<b>A. Knowledge of Human Cultures and the Physical and Natural World .....</b>	<b>31-34</b>
At least 3 hours must be in <b>Non-Western World Studies</b> , 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 29-30.	
1. Natural Sciences <sup>1</sup> .....	7-8
Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (1 lab)	
2. History of Civilization .....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences <sup>1</sup> .....	6
(GEOG 103 and SOCY 101)	
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities <sup>1</sup> .....	3
Literature .....	
HIST 351 or 451 .....	
HIST 201 .....	

<b>B. Intellectual and Practical Skills .....</b>	<b>16</b>
1. Critical Inquiry .....	1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the	

Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.

2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
3. Oral Communication <sup>1</sup> .....	3
(COMM 201 or COMM 241)	
4. Math/Statistics/Logic <sup>1</sup>	
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH 104 prior to MATH 108.	
Math 108 .....	3
(Candidates who place out of MATH 108 or have taken a higher level mathematics course that requires MATH 108 as a pre-requisite, (except MATH 222) may substitute any 3-hour elective in place of MATH 108.)	
STAT 201 (or higher statistics) .....	3
5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on page 43. <b><u>(Education majors must complete semester prior to internship/student teaching)</u></b>	
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.	
For more information, see Writing Intensive Course Definition on page 30.	
<b>C. Personal and Social Responsibility.....</b>	<b>3</b>
1. American Political Institutions.....	3
POLI 201	
2. Inter-Curricular Enrichment Program (ICE)	
For more information, see ICE Program requirements on page 48. <b><u>Education majors must complete ICE requirements prior to internship/student teaching.</u></b>	
<b>D. Integrative Learning.....</b>	
While there are no specific course requirements in this category, students are strongly encouraged to include one or more integrative learning experiences in their academic programs, such as linked courses, study abroad internship, service learning, faculty-mentored research, capstone.	
<b>2. Pre-Professional Program Requirements<sup>1</sup> .....</b>	<b>14</b>
EDUC 242.....	3
EDPY 334, 235 .....	6
EDSE 311.....	2
EDEX 200.....	3
<b>3. Professional Program Requirements<sup>1</sup> .....</b>	<b>33</b>
EDUC 455.....	3
EDRD 518.....	3
EDSE 446, 446P .....	4
EDSE 447, 447P, 449, 449P.....	8
EDSE 471, 476.....	15
<b>4. Subject Area Requirements<sup>1</sup> .....</b>	<b>24</b>
EDRD 485.....	3
ENGL 291, 360.....	6
ENGL 450 or 460.....	3
ECON 221.....	3
HIST 202.....	3
POLI 458.....	3

Anthropology or Philosophy Elective.....3

**Total Hours .....** **121-124**

<sup>1</sup> Must have C or better

**Bachelor of Arts in Education—**

**Major in Middle Level Education**

**(Area of Concentration in Mathematics/Science)**

**1. General Education Requirements .....** **51-53**

**A. Knowledge of Human Cultures and the Physical and Natural World .....** **32-34**

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 29-30.

1. Natural Sciences.....	8
BIOL 122 and PHYS 101 or higher physics	
2. History of Civilization .....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities (two areas) <sup>1</sup> .....	9
Communications (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym) Honors (HONS acronym)	

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

1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.	
2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
3. Oral Communication <sup>2</sup> .....	3
(COMM 201 or COMM 241)	
4. Math/Statistics/Logic <sup>2</sup>	
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH 104 prior to MATH 108.	
Math 108 .....	3
(Candidates who place out of MATH 108 or have taken a higher level mathematics course that requires MATH 108 as a pre-requisite, (except MATH 222) may substitute any 3-hour elective in place of MATH 108.)	
STAT 201 (or higher statistics) .....	3
5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on page 43. <b><u>(Education majors must complete semester prior to internship/student teaching)</u></b>	



6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions.....3  
(POLI 201, HIST 201, or HIST 202)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements on page 48.

**Education majors must complete ICE requirements prior to internship/student teaching.**

**D. Integrative Learning.....**

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

**2. Pre-Professional Program Requirements<sup>2</sup> .....14**

EDUC 242.....3  
EDPY 334, 235 .....6  
EDSE 311.....2  
EDEX 200.....3

**3. Professional Program Requirements<sup>2</sup> .....33**

EDUC 455.....3  
EDRD 518.....3  
EDSE 446, 446P .....4  
EDSE 450, 450P, 453, 453P.....8  
EDSE 471, 476.....15

**4. Subject Area Requirements<sup>1</sup> .....33**

ENGL 462.....3  
BIOL 370 .....4  
CHEM 101 or CHEM 111 or higher.....4  
GEOL 201 .....4  
MATH 111, 122, 170, 221, 222, 503.....18  
(A candidate who has received credit for MATH 141 or higher may take 6 hours of electives in place of MATH 111 and MATH 122. A candidate who places out of MATH 111 may take 3 hours of electives in place of MATH 111.)

**Total Hours ..... 131-133**

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 33.

<sup>2</sup> Must have C or better

**Bachelor of Arts in Education—**

**Major in Middle Level Education**

**(Area of Concentration in Mathematics/Social Studies)**

**1. General Education Requirements .....50-53**

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

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 29-30.

1. Natural Sciences.....7-8  
Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (1 lab)

2. History of Civilization<sup>1</sup> .....3  
(HIST 101 or HIST 102)

3. Social and Behavioral Sciences .....6  
(GEOG 103 and SOCY 101)

4. Languages .....6-8

(Two (2) semesters of the same language required.)

5. Humanities  
HIST 201<sup>1</sup>.....3  
HIST 351<sup>1</sup> or 451<sup>1</sup> .....3  
Humanities elective selected from below<sup>2</sup> .....3  
Communications (last two digits must be in 50s or 60s)  
Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

**1. Critical Inquiry ..... 1**

Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.

**2. English 101 and 102..... 6**

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.

**3. Oral Communication<sup>1</sup>..... 3**  
(COMM 201 or COMM 241)

**4. Math/Statistics/Logic<sup>1</sup>..... 3**  
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH 104 prior to MATH 108.

Math 108 .....3  
(Candidates who place out of MATH 108 or have taken a higher level mathematics course that requires MATH 108 as a pre-requisite, (except MATH 222) may substitute any 3-hour elective in place of MATH 108.)

STAT 201 (or higher statistics) .....3

**5. Satisfactory completion of Writing Proficiency Requirement**

For more information, see Writing Proficiency Portfolio on page 43.

**(Education majors must complete semester prior to internship/student teaching)**

**6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.**

For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions.....3  
(POLI 201)

2. Inter-Curricular Enrichment Program (ICE)

For more information, see ICE Program requirements on page 43.

**Education majors must complete ICE requirements prior to internship/student teaching.**

**D. Integrative Learning.....**

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

<b>2. Pre-Professional Program Requirements<sup>1</sup></b> .....	<b>14</b>
EDUC 242.....	3
EDPY 334, 235 .....	6
EDSE 311.....	2
EDEX 200.....	3
<b>3. Professional Program Requirements<sup>1</sup></b> .....	<b>33</b>
EDUC 455.....	3
EDRD 518.....	3
EDSE 446, 446P .....	4
EDSE 449, 449P, 450, 450P.....	8
EDSE 471, 476.....	15
<b>4. Subject Area Requirements<sup>1</sup></b> .....	<b>30</b>
ECON 221.....	3
HIST 202.....	3
POLI 458.....	3
Anthropology (ANTH) or Philosophy Elective (PHIL) .....	3
MATH 111, 122, 170, 221, 222, 503.....	18
(A candidate who has received credit for MATH 141 or higher may take 6 hours of electives in place of MATH 111 and MATH 122. A candidate who places out of MATH 111 may take 3 hours of electives in place of MATH 111.)	

**Total Hours** ..... **127-130**

<sup>1</sup> Must have C or better

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

**Bachelor of Arts in Education—**

**Major in Middle Level Education**

**(Area of Concentration in Science/Social Studies)**

**1. General Education Requirements** ..... **51-53**

**A. Knowledge of Human Cultures and the Physical and Natural World** ..... **32-34**

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 29-30.

1. Natural Sciences <sup>1</sup> .....	8
BIOL 122 and PHYS 101 or higher physics	
2. History of Civilization .....	3
(AHIST 101 or HIST 102)	
3. Social and Behavioral Sciences .....	6
(GEOG 103 and SOCY 101)	
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities .....	
HIST 201 <sup>1</sup> .....	3
HIST 351 <sup>1</sup> or 451 <sup>1</sup> .....	3
Humanities elective selected from below <sup>2</sup> .....	3
Communications (last two digits must be in 50s or 60s)	
Art History, Music History, Theatre History,	
Literature, Philosophy (other than logic), Religion,	
Selected Language courses,	
Humanities (HSSI acronym)	
Honors (HONS acronym)	

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

1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.	
2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.

**3. Oral Communication<sup>1</sup>**..... **3**  
(COMM 201 or COMM 241)

**4. Math/Statistics/Logic<sup>1</sup>**  
All education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH 104 prior to MATH 108.

Math 108 .....	3
(Candidates who place out of MATH 108 or have taken a higher level mathematics course that requires MATH 108 as a pre-requisite, (except MATH 222) may substitute any 3-hour elective in place of MATH 108.)	

    STAT 201 (or higher statistics) .....

**5. Satisfactory completion of Writing Proficiency Requirement**  
For more information, see Writing Proficiency Portfolio on page 43.

**(Education majors must complete semester prior to internship/student teaching)**

**6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.**

For more information, see Writing Intensive Course Definition on page 30.

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

    1. American Political Institutions..... **3**  
(APLS 201)

    2. Inter-Curricular Enrichment Program (ICE)  
For more information, see ICE Program requirements on page 48.  
**(Education majors must complete ICE requirements prior to internship/student teaching.)**

**D. Integrative Learning**.....

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

**2. Pre-Professional Program Requirements<sup>1</sup>** ..... **14**

EDUC 242.....	3
EDPY 334, 235 .....	6
EDSE 311.....	2
EDEX 200.....	3

**3. Professional Program Requirements<sup>1</sup>** ..... **33**

EDUC 455.....	3
EDRD 518.....	3
EDSE 446, 446P .....	4
EDSE 449, 449P, 453, 453P.....	8
EDSE 471, 476.....	15

**4. Subject Area Requirements<sup>1</sup>** ..... **30**

ECON 221.....	3
HIST 202.....	3
POLI 458.....	3
Anthropology or Philosophy Elective.....	3
ENGL 462.....	3
BIOL 370 .....	4
CHEM 101 or CHEM 111 or higher.....	4
GEOL 201 .....	4
MATH 111.....	3
(A candidate who has placed out of MATH 111 or has received credit for MATH 122 or MATH 141 or higher may take 3 hours of electives in place of MATH 111.)	

**Total Hours** ..... **128-130**

- <sup>1</sup> Must have C or better  
<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

**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)**

**1. General Education Requirements .....51-54**

**A. Knowledge of Human Cultures and the Physical and Natural World .....32-34**

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 29-30.

1. Natural Sciences..... 8  
 BIOL 121<sup>1</sup>  
 PHYS 201, 202, 211, or 212
2. History of Civilization ..... 3  
 (HIST 101 or HIST 102)
3. Social and Behavioral Sciences (two areas) ..... 6  
 Psychology, Sociology, Anthropology,  
 Economics, Political Science, Geography
4. Languages .....6-8  
 (Two (2) semesters of the same language required.)
5. Humanities  
 Literature..... 3  
 Humanities electives selected from 2 areas from the following<sup>2</sup>..... 6  
 Communications (last two digits must be in 50s or 60s)  
 History, Art History, Music History, Theatre History,  
 Literature, Philosophy (other than logic), Religion,  
 Selected Language courses,  
 Humanities (HSSI acronym)  
 Honors (HONS acronym)

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

1. Critical Inquiry..... 1  
 Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102..... 6  
 Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.
3. Oral Communication<sup>1</sup>..... 3  
 (COMM 201 or COMM 241)

4. Math/Statistics/Logic<sup>1</sup>  
 All secondary science education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH 104 and MATH 108 prior to MATH 122.

MATH 122 or 141 .....	3-4
STAT 201 or STAT 509 .....	3

**5. Satisfactory completion of Writing Proficiency Requirement**

For more information, see Writing Proficiency Portfolio on page 49.

**(Education majors must complete semester prior to internship/student teaching)**

**6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.**

For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions..... 3  
 (POLI 201, HIST 201, or 202)

**2. Inter-Curricular Enrichment Program (ICE)**

For more information, see ICE Program requirements on page 43.

**Education majors must complete ICE requirements prior to internship/student teaching.**

**D. Integrative Learning .....**

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

**2. Pre-Professional Program Requirements<sup>1</sup> .....14**

EDUC 242.....	3
EDEX 200.....	3
EDFN 321.....	3
EDPY 334.....	3
EDSE 311.....	2

**3. Professional Program Requirements<sup>1</sup> .....26**

EDRD 518.....	3
EDSE 446, 446P, 453, 453P.....	8
EDSE 471, 476.....	15

**4. Subject Area Requirements<sup>1</sup> .....40**

BIOL 122, 320, 350, 370 .....	16
BIOL 325 or 360.....	4
BIOL 312, 315, 316, 516, or 528.....	4
CHEM 111, 112, 331, 331L.....	12
BIOL 499 and BIOL 490 or GEOL 490.....	4

**Total Hours ..... 131-134**

- <sup>1</sup> Must have C or better  
<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

**Bachelor of Science in Education—**  
**Major in Secondary Education**  
**(Area of Concentration in Chemistry) and**  
**Bachelor of Science—Major in Chemistry**

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

**A. Knowledge of Human Cultures and the Physical and Natural World ..... 29-31**

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 29-30.

1. Natural Sciences.....	8
BIOL 121 <sup>1</sup>	
PHYS 201 or 202	
2. History of Civilization .....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences .....	3
Psychology, Sociology, Anthropology,	
Economics, Political Science, Geography	
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities	
Literature.....	3
Humanities electives selected from 2 areas from the	
following <sup>2</sup> .....	6
Communications (last two digits must be in 50s or 60s)	
History, Art History, Music History, Theatre History,	
Literature, Philosophy (other than logic), Religion,	
Selected Language courses,	
Humanities (HSSI acronym)	
Honors (HONS acronym)	

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

1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester	
of enrollment at USC Aiken. Students in degree programs	
which require more than 16 credit hours in the first semester of	
enrollment may complete Critical Inquiry during their second	
academic semester. Transfer students are not required to take the	
Critical Inquiry course; however, the one credit hour requirement	
will still need to be completed within the degree requirements.	
2. English 101 and 102.....	6
Students should take English in their first semester of	
enrollment at USC Aiken (unless they have received credit	
for ENGL 101 and 102 through concurrent enrollment, AP,	
etc.). 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 Writing Intensive	
courses (see #6) and other English courses.	
3. Oral Communication <sup>1</sup> .....	3
(COMM 201 or COMM 241)	
4. Math/Statistics/Logic <sup>1</sup> .....	8
All secondary chemistry education majors are encouraged to	
take the math placement exam. Those who do not take the math	
placement exam must take MATH 104, MATH 108, MATH 111	
and MATH 112 prior to MATH 141.	
MATH 141 and MATH 142	
5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on	
page 43.	
<u><b>Education majors must complete semester prior to</b></u>	
<u><b>internship/student teaching</b></u>	
6. Satisfactory completion of three courses designated as	
Writing Intensive, at least one of which is in the student's	
major.	
For more information, see Writing Intensive Course Definition on	
page 30.	

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

1. American Political Institutions.....	3
(POLI 201, HIST 201, or 202)	
2. Inter-Curricular Enrichment Program (ICE)	
For more information, see ICE Program requirements on page 43.	
<u><b>Education majors must complete ICE requirements prior to</b></u>	
<u><b>internship/student teaching.</b></u>	

**D. Integrative Learning.....**

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

<b>2. Pre-Professional Program Requirements<sup>1</sup> .....</b>	<b>14</b>
EDUC 242.....	3
EDEX 200.....	3
EDFN 321.....	3
EDPY 334.....	3
EDSE 311.....	2
<b>3. Professional Program Requirements<sup>1</sup> .....</b>	<b>26</b>
EDRD 518.....	3
EDSE 446, 446P, 453, 453P.....	8
EDSE 471, 476.....	15
<b>4. Subject Area Requirements<sup>1</sup> .....</b>	<b>52</b>
CHEM 111 and 112.....	8
CHEM 310, 311, 311L, 331/331L, 332/332L, 321/321L, 541/541L,	
542/542L, 511/511L.....	29
CHEM 522.....	5
CHEM 499.....	3
PHYS 202 or 212.....	4
BIOL 541.....	3

**Total Hours ..... 142-144**

<sup>1</sup> Must have C or better

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

**Bachelor of Arts in Education—**  
**Major in Secondary Education**  
**(Area of Concentration in English)**

**1. General Education Requirements .....51-53**

**A. Knowledge of Human Cultures and the Physical and Natural World .....32-24**

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 29-30.

1. Natural Sciences.....	8
Biological Science with a lab (BIOL) and a	
Physical Science with a lab (CHEM, GEOL, or ASTR)	
2. History of Civilization .....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences (two areas) .....	6
Psychology, Sociology, Anthropology,	
Economics, Political Science, Geography	
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities	
ENGL 284 <sup>1</sup> and 288 <sup>1</sup> .....	6
Humanities electives selected from the following <sup>2</sup> .....	3
Communications (last two digits must be in 50s or 60s)	
History, Art History, Music History, Theatre History,	
Philosophy (other than logic), Religion,	
Selected Language courses,	
Humanities (HSSI acronym)	
Honors (HONS acronym)	

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

1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester	
of enrollment at USC Aiken. Students in degree programs	
which require more than 16 credit hours in the first semester of	
enrollment may complete Critical Inquiry during their second	
academic semester. Transfer students are not required to take the	
Critical Inquiry course; however, the one credit hour requirement	
will still need to be completed within the degree requirements.	

2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
3. Oral Communication <sup>1</sup> .....	3
(COMM 201 or COMM 241)	
4. Math/Statistics/Logic.....	6
5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on page 43.	
<b>(Education majors must complete semester prior to internship/student teaching)</b>	
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.	
For more information, see Writing Intensive Course Definition on page 30.	

<b>C. Personal and Social Responsibility.....</b>	<b>3</b>
1. American Political Institutions.....	3
(POLI 201, HIST 201, or 202)	
2. Inter-Curricular Enrichment Program (ICE)	
For more information, see ICE Program requirements on page 43.	
<b>(Education majors must complete ICE requirements prior to internship/student teaching)</b>	

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

<b>2. Pre-Professional Program Requirements<sup>1</sup>.....</b>	<b>14</b>
EDUC 242.....	3
EDEX 200.....	3
EDFN 321.....	3
EDPY 334.....	3
EDSE 311.....	2
<b>3. Professional Program Requirements<sup>1</sup>.....</b>	<b>26</b>
EDRD 518.....	3
EDSE 446, 446P, 447, 447P.....	8
EDSE 471, 476.....	15
<b>4. Subject Area Requirements<sup>1</sup>.....</b>	<b>45</b>
ENGL 275, 285, 289, 291, 450, 453, 460, 462.....	24
American Literature.....	6
British Literature.....	3
ENGL 360.....	3
ENGL 362.....	3
EDRD 485.....	3
Area Electives (select from the following categories):.....	3
Literature, Writing, Theatre, Communications, Languages	

**Minimum total hours..... 136-138**

<sup>1</sup> Must have C or better

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

**Bachelor of Science in Education—  
 Major in Secondary Education  
 (Area of Concentration in Mathematics)**

**1. General Education Requirements.....50-53**

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

At least 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 29-30.

1. Natural Sciences.....	7-8
Biological Science (BIOL) and PHYS 211 (with lab)	
2. History of Civilization.....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences (two areas).....	6
Psychology, Sociology, Anthropology, Economics, Political Science, Geography	
4. Languages.....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities.....	3
Literature.....	
Humanities electives selected from 2 areas from the following <sup>1</sup> .....	
6	
Communications (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym) Honors (HONS acronym)	

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

1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.	

2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
3. Oral Communication <sup>2</sup> .....	3
(COMM 201 or COMM 241)	
4. Math/Statistics/Logic <sup>2</sup>	
All secondary math education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH 104, MATH 108, MATH 111 and MATH 112 prior to MATH 141.	
MATH 170.....	3
MATH 174.....	3

5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on page 49.	
<b>(Education majors must complete semester prior to internship/student teaching)</b>	
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.	
For more information, see Writing Intensive Course Definition on page 30.	

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

1. American Political Institutions ..... 3  
(POLI 201, HIST 201, or 202)

2. Inter-Curricular Enrichment Program (ICE)  
For more information, see ICE Program requirements on page 48.  
**Education majors must complete ICE requirements prior to internship/student teaching.**

**D. Integrative Learning**.....

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

**2. Pre-Professional Program Requirements<sup>2</sup>** .....14

EDUC 242 .....3

EDEX 200 .....3

EDFN 321 .....3

EDPY 334 .....3

EDSE 311 .....2

**3. Professional Program Requirements<sup>2</sup>** .....26

EDRD 518 .....3

EDSE 446, 446P, 450, 450P .....8

EDSE 471, 476 .....15

**4. Subject Area Requirements<sup>2</sup>** .....40

MATH 141, 142, 241, 242 .....16

MATH 420, 531, 544, 546, 554 .....15

CSCI 102 .....3

STAT 509 .....3

MATH 503 .....3

**Minimum total hours** ..... 130-133

<sup>1</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

<sup>2</sup> Must have C or better

**Bachelor of Science in Education—  
Major in Secondary Education  
(Area of Concentration in Comprehensive Science)**

**1. General Education Requirements** .....51-54

**A. Knowledge of Human Cultures and the Physical and Natural World** .....32-34

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 29-30.

1. Natural Sciences<sup>1</sup> ..... 8  
BIOL 121  
PHYS 201 or 202

2. History of Civilization ..... 3  
(HIST 101 or HIST 102)

3. Social and Behavioral Sciences (two areas) ..... 6  
Psychology, Sociology, Anthropology,  
Economics, Political Science, Geography

4. Languages .....6-8  
(Two (2) semesters of the same language required.)

5. Humanities .....3  
Literature .....3  
Humanities electives selected from 2 areas from the following<sup>2</sup> ..... 6  
Communications (last two digits must be in 50s or 60s)  
History, Art History, Music History, Theatre History,  
Literature, Philosophy (other than logic), Religion,  
Selected Language courses,  
Humanities (HSSI acronym)  
Honors (HONS acronym)

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

1. Critical Inquiry ..... 1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.

2. English 101 and 102..... 6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.

3. Oral Communication<sup>1</sup> ..... 3  
(COMM 201 or COMM 241)

4. Math/Statistics/Logic<sup>1</sup> .....3-4  
All secondary science education majors are encouraged to take the math placement exam. Those who do not take the math placement exam must take MATH 104 and MATH 108 prior to MATH 122.  
MATH 122 or 141 .....3-4  
STAT 201 or STAT 509 .....3

5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.  
**(Education majors must complete semester prior to internship/student teaching)**

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions ..... 3  
(POLI 201, HIST 201, or 202)

2. Inter-Curricular Enrichment Program (ICE)  
For more information, see ICE Program requirements on page 48.  
**Education majors must complete ICE requirements prior to internship/student teaching.**

**D. Integrative Learning**.....

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

**2. Pre-Professional Program Requirements<sup>1</sup>** .....14

EDUC 242 .....3

EDEX 200 .....3

EDFN 321 .....3

EDPY 334 .....3

EDSE 311 .....2

**3. Professional Program Requirements<sup>1</sup>** .....26

EDRD 518 .....3

EDSE 446, 446P, 453, 453P .....8

EDSE 471, 476 .....15

**4. Subject Area Requirements<sup>1</sup>** .....44

BIOL 122, 370 .....8

CHEM 111, 112, and 300 or above .....12

PHYS 202 or 212 .....	4
ASTR 111 .....	4
GEOL 101 or 103 .....	4
GEOL 201 .....	4
BIOL, GEOL, CHEM, PHYS above 300 .....	4
BIOL 499 and BIOL 490 or GEOL 490 .....	4

**Total Hours ..... 135-138**

<sup>1</sup> Must have C or better

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

**Bachelor of Arts in Education—  
Major in Secondary Education  
(Area of Concentration in Comprehensive Social Studies)**

**1. General Education Requirements .....50-53**

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

At least 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 29-30.

1. Natural Sciences.....	7-8
Biological Science (BIOL) and a Physical Science (CHEM, GEOL or ASTR) (1 lab)	
2. History of Civilization .....	3
(HIST 101)	
3. Social and Behavioral Sciences .....	6
(PSYC 101 and SOCY 101)	
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities .....	
HIST 102.....	3
Literature.....	3
Humanities electives selected from the following <sup>2</sup> .....	3
Communications (last two digits must be in 50s or 60s)	
History, Art History, Music History, Theatre History,	
Literature, Philosophy (other than logic), Religion,	
Selected Language courses,	
Humanities (HSSI acronym)	
Honors (HONS acronym)	

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

1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.	
2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
3. Oral Communication <sup>1</sup> .....	3
(COMM 201 or COMM 241)	
4. Math/Statistics/Logic .....	
MATH 108 or higher or statistics.....	3
Any math/statistics or logic elective excluding MATH 221 and MATH 221 .....	3

5. Satisfactory completion of Writing Proficiency Requirement  
For more information, see Writing Proficiency Portfolio on page 43.

**(Education majors must complete semester prior to internship/student teaching)**

6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.  
For more information, see Writing Intensive Course Definition on page 30.

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

1. American Political Institutions.....3  
(POLI 201)

2. Inter-Curricular Enrichment Program (ICE)  
For more information, see ICE Program requirements on page 48.  
**Education majors must complete ICE requirements prior to internship/student teaching.**

**D. Integrative Learning.....**

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

**2. Pre-Professional Program Requirements<sup>1</sup> .....14**

EDUC 242.....	3
EDEX 200.....	3
EDFN 321.....	3
EDPY 334.....	3
EDSE 311.....	2

**3. Professional Program Requirements<sup>1</sup> .....26**

EDRD 518.....	3
EDSE 446, 446P, 449, 449P.....	8
EDSE 471, 476.....	15

**4. Subject Area Requirements<sup>1</sup> .....33**

HIST 201 and 202.....	6
GEOG 102 and 103.....	6
ECON 221, 222, 311.....	9
HIST above the 300 level.....	3
Anthropology 102.....	3
POLI 122.....	3
PSYC 320 or PSYC 340.....	3

**Total hours ..... 123-126**

<sup>1</sup> Must have C or better

<sup>2</sup> For a list of courses that will meet the Humanities general education requirements, see page 29.

**Bachelor of Arts in Special Education**

The Special Education program provides preparation for teaching children, youth, and young adults with disabilities ages birth through 21 in public and private education environments. Each teacher education candidate receives a broad liberal arts and general education foundation. Additionally, candidates receive specific information regarding the abilities and needs of individuals with emotional and/or behavioral disorders, learning disabilities, traumatic brain injuries, autism, and mild to moderate intellectual disabilities. Extensive practica experiences across a variety of placements are provided.

**1. General Education Requirements .....50-53**

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

At least 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 29-30.

1. Natural Sciences.....	7-8
Biological Science (BIOL) and a Physical Science (CHEM, GEOL, or ASTR) (1 lab)	
2. History of Civilization .....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences	
PSYC 101.....	3
Select one course from the following areas: .....	
Sociology, Anthropology, Economics, Political Science, Geography	3
4. Languages .....	6-8
(Two (2) semesters of the same language required.)	
5. Humanities (at least two areas) <sup>2</sup> .....	9
Communications (last two digits must be in 50s or 60s)	
History, Literature, Art History, Music History, Theatre History, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym)	
Honors (HONS acronym)	

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

1. Critical Inquiry.....	1
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.	
2. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
3. Oral Communication <sup>1</sup> .....	3
(COMM 201 or COMM 241)	
4. Math/Statistics/Logic <sup>1</sup> .....	6
(MATH 108, MATH 221, or MATH 222)	
If placed out of AMTH 108, then MATH 222 is required. If MATH 108 is taken, then MATH 221 is recommended as the second math course.)	
5. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on page 43.	
<b><u>(Education majors must complete semester prior to internship/student teaching)</u></b>	
6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.	
For more information, see Writing Intensive Course Definition on page 30.	

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

1. American Political Institutions.....	3
(POLI 201, HIST 201, or HIST 202)	
2. Inter-Curricular Enrichment Program (ICE)	
For more information, see ICE Program requirements on page 48.	
<b><u>Education majors must complete ICE requirements prior to internship/student teaching.</u></b>	

**D. Integrative Learning.....**

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

<b>2. Pre-Professional Program Requirements<sup>1</sup> .....</b>	<b>13-14</b>
EDUC 210, 110L, or EDSE 311 .....	1-2
EDFN 321 .....	3
EDEC 211 .....	3
EDEX 440 .....	3
EDEX 200.....	3

**3. Professional Program Requirements<sup>1</sup> .....50**

1st Semester Junior Block:	
EDEX 403, 403P, 420, 425, 425P.....	11
2nd Semester Junior Block:	
EDEX 402, 427, 430, 435, 435P.....	13
1st Semester Senior Block:	
EDEX 410, 415, 415P, 424, 424P.....	11
2nd Semester Senior Block: EDEX 472, 476.....	
.....	15

**4. Subject Area Requirement (PSYC 310 or 410) .....3**

**5. Concentration Area .....12**

**Minimum total hours..... 128-132**

<sup>1</sup> Must have C or better

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

**Course Descriptions**

**Curriculum and Instruction (EDUC)**

<b>EDUC 110</b>	<b>Introduction to Careers in Education. (2)</b> A survey of careers in education, utilizing field experiences, field trips, seminars and reading assignments to focus on personal and professional development.
<b>EDUC 110L</b>	<b>Introduction to Careers: Clinical Experience. (1)</b> Supervised clinical experience focusing on observation and analysis of classroom settings. (Teacher Cadets only, may substitute EDUC 110L for EDUC 210.)
<b>EDUC 210</b>	<b>Observation &amp; Analysis in the Clinical Setting. (1)</b> (Prereq: Second Semester Freshman Status) The observation and analysis of methods and techniques used in classroom management. Recommend candidates take this course as second semester freshman. Students who earned credit for EDUC 310 may not take EDUC 210 for credit.
<b>EDUC 242</b>	<b>Resources for Teaching. (3)</b> 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. Students who earned credit for EDUC 442 may not take EDUC 242 for credit.
<b>EDUC 399</b>	<b>Independent Study. (1-3)</b> (Prereq: permission of instructor)
<b>EDUC 455</b>	<b>The Middle School Curriculum and Organization. (3)</b> (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. (Spring only)
<b>EDUC 599</b>	<b>Special Studies in Education. (1-3)</b> Intensive consideration of special topics.



## Early Childhood Education (EDEC)

**EDEC 211 Family Life Education and Professional Practice. (3)** An ecological systems approach will be used to explore practices which develop the relationship between home and school. Family dynamics and adult development will be explored. Additional areas of professional practice will be discussed including advocacy, ethics and philosophical perspectives.

**EDEC 256 Physical Education and Health in Early Childhood. (3)** The physical development of young children will be examined. Appropriate physical education and movement activities for children ages birth to age 8 will be explored. Health issues related to young children will also be discussed and strategies for teaching young children about health will be explored. Candidates who earned credit for HPED 256 may not earn credit for EDEC 256.

**EDEC 411 Child Development and Foundations in Early Learning. (3)** (Prereq: admission to Professional Program in Education or permission of Dean; Coreq: Junior Block) Child Development and Foundations in Early Learning will include an overview of the field of early childhood education which spans the ages of birth through eight. Child development spanning this age range and foundations of learning will be explored. A variety of programs work with children in this age range including child care, Head Start, parent education, preschool and public school. This course will survey the state and federal programs which work with children of this age. Candidates who earned credit for EDEC 210 may not earn credit for EDEC 411.

**EDEC 435 Math Experiences in Early Childhood Education. (4)** (Prereq: grades of C or better in MATH 221 and 222; admission to Professional Program in Education or permission of Dean; Coreq: Senior Block: EDEC 436, EDEC 540, EDRD 521) This methods course includes the basic content of the inquiry area of math as it is to be presented to preschool and primary children. Appropriate experiences, learning activities, materials and equipment to aid the development of math concepts in young children are presented. Multicultural influences and needs of exceptional children are addressed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on math learning experiences, materials and equipment.

**EDEC 436 Social Studies and Science in Early Childhood Education. (4)** (Prereq: admission to Professional Program in Education or permission of Dean; Coreq: Senior Block: EDEC 435, EDEC 540, EDRD 521) This methods course includes basic content in the academic areas of social studies and science as they are presented to preprimary and primary children. Developmentally appropriate experiences, learning activities, materials and equipment, as well as multicultural influences and needs of exceptional children are addressed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on social studies and science learning experience, materials and equipment.

**EDEC 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.

**EDEC 476 Senior Seminar. (3)** (Coreq: EDEC 469) The synthesis

and critical evaluation of professional studies in early childhood education.

**EDEC 540 Child Study and Assessment. (3)** (Prereq: admission to Professional Program in Education or permission of Dean; Coreq: Senior Block: EDEC 435, EDEC 436, EDRD 521) A study of the physical, emotional, intellectual, and social components of development, prenatal through age eight, and its relationship to the education of the young child birth - eight will be explored. Various methods of assessing development and learning will be addressed.

**EDEC 542 Environmental Design and Classroom Management in Early Childhood Education. (3)** (Prereq: admission to Professional Program in Education or permission of Dean; Coreq: Junior Block: EDEC 410, EDEC 544, EDRD 520) Strategies for setting up the early childhood environment to support and facilitate learning will be explored. The role of the environmental design in relation to classroom management will also be discussed. Theoretical perspectives for environmental design and classroom management will be analyzed.

**EDEC 544 Language, Literacy, and the Arts. (4)** (Prereq: admission to Professional Program in Education or permission of Dean; Coreq: Junior Block: EDEC 410, EDEC 542, EDRD 520) This methods course will explore instruction related to the English Language Arts standards focusing on oral and written language. Creative Arts will be used as a strategy for enhancing literacy. Strategies for addressing the diverse needs of students including English Language Learners will be discussed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on literacy. Lesson plans will be implemented and evaluated.

## Educational Psychology (EDPY)

**EDPY 235 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. Students who earned credit for EDPY 335 may not take EDPY 235 for credit.

**EDPY 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.

**EDPY 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.

**EDPY 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.

## Elementary Education (EDEL)

- EDEL 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.
- EDEL 431 Teaching Mathematics in the Elementary School. (3)** (Prereq: MATH 221 and 222 with C or better or consent of instructor and Admission to Professional Program in Education or special permission of Dean; Coreq: EDEL 431P; Senior Block) Materials and programs for teaching mathematics in the elementary school.
- EDEL 431P Practicum in Teaching Mathematics in the Elementary School. (1)** (Prereq: Admission to Professional Program in Education or special permission of Dean; Coreq: EDEL 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.
- EDEL 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: EDEL 432P, Junior Block) Materials and programs for teaching science in the elementary school.
- EDEL 432P Practicum in Teaching Science in the Elementary School. (1)** (Prereq: Admission to Professional Program in Education or special permission of Dean; Coreq: EDEL 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.
- EDEL 434 Teaching Language Arts in the Elementary School. (3)** (Prereq: EDRD 218 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.
- EDEL 441 Classroom Management. (3)** (Prereq: Admission to Professional Program in Education or special permission of Dean; Coreq: Senior Block) Study of classroom management strategies including grouping, grading, behavior management, and organization of the students, space, time and materials for effective learning to take place.
- EDEL 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: EDEL 443P and Senior Block) Materials and programs for teaching social studies in the elementary school.
- EDEL 443P Practicum in Teaching Social Studies in the Elementary School. (1)** (Prereq: Admission to Professional Program in Education or special permission of Dean; Coreq: EDEL 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.
- EDEL 445 Classroom Assessment. (3)** (Prereq: EDPY 330, EDPY 235, Admission to Professional Program in Education or special permission of Dean; Coreq: Junior Block) Study of formal and informal assessment instruments

and strategies and their application in measuring and monitoring learning.

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

## Exceptional Learner (EDEX)

- EDEX 200 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. Students who earned credit for EDEX 400 may not take EDEX 200 for credit.
- EDEX 401 Introduction to High Incidence Disabilities. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 401P) This course is a survey of people with learning disabilities, emotional and/or behavioral disorders, and intellectual disabilities. Emphasis will be placed on characteristics, definition, and etiology of the aforementioned disabilities.
- EDEX 401P Practicum in High Incidence Disabilities. (1)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 401) This course will provide observation, participation, and/or teaching experiences with people with learning disabilities, emotional and/or behavioral disorders, and intellectual disabilities.
- EDEX 402 Autism, Traumatic Brain Injury, and Severe Disabilities. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean) This course investigates issues including parent and teacher education, research pertaining to classroom instruction, group and individual instruction, and advances in treatment of individuals who have autism, traumatic brain injury, or severe disabilities. (Spring only)
- EDEX 403 Assessment of People with Exceptionalities. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 403P) This course is an exploration of assessment practices from initial screening by classroom teachers to interpretation of professional evaluations. Candidates will practice administering, scoring, and interpreting assessment instruments. (Fall only)
- EDEX 403P Practicum in Assessment of People with Exceptionalities. (1)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 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. (Fall only)
- EDEX 404 Collaboration and Inclusion. (3)** (Prereq: EDEX 200 and Admission to the Professional Program or permission

from the dean) Inclusion will be analyzed from its origins in the Regular Education Initiative through model inclusionary programs. Topics such as collaboration, co-teaching, supervising paraprofessionals, legal issues, placements, educational approaches, and family involvement will be discussed.

- EDEX 405 IEP Development and Transitioning. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean) This course will provide candidates with the necessary federal and state references, a guide for developing an Individualized Education Program (IEP), and a process for writing annual goals and short-term objectives that meet federal and state requirements. The course will also include strategies helpful in the transition process as students move from school to work environments.
- EDEX 410 Introduction to People with Intellectual Disabilities. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean) A survey of people with intellectual disabilities, including historical treatment, etiology, characteristics, methods of diagnosis and teaching individuals with intellectual disabilities in the least restrictive environment. (Fall only)
- EDEX 414 Methods and Materials in High Incidence Disabilities. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean) This course will provide an exploration of methods and materials used for teaching people with learning disabilities, emotional and/or behavioral disorders or intellectual disabilities.
- EDEX 415 Methods and Materials for Teaching People with Intellectual Disabilities. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 415P) Methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with intellectual disabilities, including the development of Individualized Education Programs. Meets multicategorical special education certification and mental disabilities certification requirements. (Fall only)
- EDEX 415P Practicum in the Instruction of People with Intellectual Disabilities. (1-3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 415) Field experiences in the application of methods and materials for people with intellectual disabilities. Meets special education in mental disabilities certification requirements. (Fall only)
- EDEX 416 Adapting Mathematics and Science Curricula. (3)** (Prereq: Grades of C or better in the two required math courses, EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 416P) This course includes the basic content of the inquiry areas of mathematics and science as they are taught to students with exceptionalities. Appropriate methods to teach mathematics and science concepts will be presented in this course. Candidates will also learn how to make classroom accommodations for students with exceptionalities.
- EDEX 416P Practicum in Adapting Mathematics and Science Curricula. (1)** (Prereq: Grades of C or better in the two required math courses, EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 416) This course will provide practical observation, participation, and teaching experiences in the areas of mathematics and science with students with exceptionalities.
- EDEX 417 Adapting Language Arts and Social Studies Curricula. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 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.
- EDEX 417P Practicum in Adapting Language Arts and Social Studies Curricula. (1)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 417) This course will provide practical observation, participation, and teaching experiences in the areas of language arts and social studies with students with exceptionalities.
- EDEX 420 Introduction to Learning Disabilities. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 420P) A survey of people with learning disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with learning disabilities in the least restrictive environment. (Fall only)
- EDEX 420P Practicum in the Instruction of People with Learning Disabilities. (1-3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 420) Field experiences in the application of methods and materials for learning disabilities which address certification requirements.
- EDEX 424 Behavior Intervention and Management. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 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. (Fall only)
- EDEX 424P Practicum in Behavior Intervention and Management. (1)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 424) This course will provide practical observation, participation, and teaching experiences with students with exceptionalities. Candidates will be required to plan, implement, and evaluate a behavior intervention program for students with exceptionalities. (Fall only)
- EDEX 425 Methods and Materials for Teaching People with Learning Disabilities. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 425P) Methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with learning disabilities, including the development of Individualized Education Programs. Meets multicategorical special education certification and learning disabilities certification requirements. (Fall only)
- EDEX 425P Practicum in Teaching People with Learning Disabilities. (1-3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission

from the dean; Coreq: EDEX 425) Field experiences in the application of methods and materials for learning disabilities which address certification requirements. (Fall only)

**EDEX 427 Teaching Reading in General Education and Special Education. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean) Study of methods of reading instruction used by P-12 learners with and without disabilities. (Spring only)

**EDEX 430 Characteristics of People with Emotional and/or Behavioral Disorders. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean) A survey of people with emotional and/or behavioral disorders, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with emotional and/or behavioral disorders in the least restrictive environment. (Spring only)

**EDEX 435 Methods and Materials for Teaching People with Emotional and/or Behavioral Disorders. (3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 435P) Methods and procedures related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with emotional and/or behavioral disorders, including the development of Individualized Education Programs. Meets multicategorical special education certification and emotional disabilities certification requirements. (Spring only)

**EDEX 435P Practicum in the Instruction of People with Emotional and/or Behavioral Disorders. (1-3)** (Prereq: EDEX 200 and Admission to the Professional Program in Education or permission from the dean; Coreq: EDEX 435) Field experiences in the application of methods and materials for people with emotional and/or behavioral disorders, including the development of Individualized Education Programs. Meets multicategorical special education certification and emotional disabilities certification requirements. This course requires 25 hours of clinical field experience for each credit awarded. (Spring only)

**EDEX 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.

**EDEX 472 Internship in Special Education. (12)** (Prereq: Admission to the Professional Program in Special Education and Admission to Internship in Special Education; Coreq: EDEX 476) A program observation and teaching in the public schools under the supervision of certified special education teachers and university personnel.

**EDEX 476 Senior Seminar. (3)** (Prereq: Admission to the Professional Program in Special Education and Admission to Internship in Special Education; Coreq: EDEX 472) The course is the synthesis and critical evaluation of professional studies in special education.

**EDEX 499 Special Topics in Special Education. (3)** Intensive consideration of special topics.

### Foundations of Education (EDFN)

**EDFN321 Dynamics of American Public Education. (3)** Extensive treatment of social, political, economic and philosophical influences that have shaped public education. Study of the financial, organizational and legal aspects of education. Library assignments provide a working knowledge of professional standard references and journals.

### Health, Physical Education and Recreation (HPED)

**HPED 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.

**HPED 312 Foundations of Coaching. (3)** The philosophical bases, leadership theory, administrative practice and organizational problems of competitive athletics.

**HPED 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.

**HPED 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.

**HPED 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.

**HPED 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 (EDRD)

**EDRD 218 Children's Literature. (3)** (Prereq: C or better in ENGL 102) Reading interests of children and their curricular and developmental needs for literature are explored. The course presents basic information in the field of children's literature including authors, illustrators and appropriate reference materials. Students who earned credit for EDRD 418 may not take EDRD 218 for credit.

**EDRD 420 Teaching of Reading in the Elementary School. (3)** (Prereq: EDRD 218 and Admission to Professional Program in Education or special permission of Dean; Coreq: EDRD 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.

**EDRD 420P Practicum in Reading. (1)** (Prereq: EDRD 218, Admission to Professional Program in Education or special permission of Dean; Coreq: EDRD 420, Junior Block) This course provides supervised classroom and clinical experiences in teaching developmental reading. Seminars and group discussions are included.

**EDRD 421 Assessing and Correcting Reading Difficulties. (3)** (Prereq: EDRD 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.

- EDRD 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. (Spring, odd years)
- EDRD 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. (Spring only)
- EDRD 520 Literacy Instruction for the Early Grades. (4)** (Prereq: EDRD 218 and Admission to Professional Program in Education or special permission of Dean; Coreq: Junior Block) This course will focus on the study of the various approaches to literacy instruction and the place of literacy in the curriculum. A supervised classroom and clinical experiences in teaching literacy in the early grades is required.
- EDRD 521 Literacy Assessment in the Early Grades. (3)** (Prereq: EDRD 520 and Admission to Professional Program in Education or special permission of Dean; Coreq: Senior Block) A case study analysis of a student's reading ability will provide the context for this exploration of methods to support struggling readers.
- Secondary Education (EDSE)**
- EDSE 311 Introduction to Adolescent Education. (2)** (Prereq: Second Semester Freshman 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. Recommend candidates take course as second semester freshman.
- EDSE 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: EDSE 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. (Spring only)
- EDSE 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: EDSE 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. (Spring only)
- EDSE 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: EDSE 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. (Fall only)
- EDSE 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: EDSE 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. (Fall only)
- EDSE 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: EDSE 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. (Fall only)
- EDSE 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: EDSE 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. (Fall only)
- EDSE 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: EDSE 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. (Fall only)
- EDSE 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: EDSE 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. (Fall only)
- EDSE 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: EDSE 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. (Fall only)

- EDSE 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: EDSE 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. (Fall only)
- EDSE 471**    **Internship in the Middle or High School. (12)** (Prereq: Admission to both the Professional Program in Education and Internship; Coreq: EDSE 476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.
- EDSE 476**    **Senior Seminar. (3)** (Coreq: EDSE 471) The synthesis and critical evaluation of professional studies in the Middle and High School.

---

# School of Nursing

---

Sara L. Campbell, Ph.D., Dean of the School of Nursing

## Mission Statement

The School of Nursing endeavors to prepare students with the knowledge and skills necessary for success in a rapidly changing society. The School of Nursing contributes to the profession of nursing and to the development of students through the following goals: provision of quality nursing-education that prepares graduates with the nursing knowledge and competencies necessary to 1) assume responsible positions in the delivery of health care and 2) utilize evidence based knowledge in the discipline of nursing.

## Curricula

The School of Nursing offers a four-year program leading to the Bachelor of Science in Nursing (BSN) degree. In addition, the School of Nursing offers a Bachelor of Science in Nursing Completion track. This program is approved by the South Carolina State Board of Nursing. The baccalaureate program at the University of South Carolina Aiken School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

The nursing curriculum provides a required sequence of courses in nursing as well as required courses in the behavioral, biological, and physical sciences and communications. Learning experiences occur in a variety of settings, including the classroom, science laboratories, nursing skills laboratories, and area health care facilities.

Courses in the BSN completion track build upon the student's basic nursing program in preparation for practice in a variety of clinical settings.

## Technological Literacy in Nursing

The School of Nursing requires that all entering students be computer literate. Students must check and respond to emails on a daily basis and be able to work online to accomplish individual and group assignments. They are also required to take standardized tests online each semester. Specific training will be provided for students who have clinical assignments in hospitals that require online documentation.

### Professor

Sara L. Campbell, (Nursing Administration), Ph.D., RN, NEA-BC, Indiana University, 1997, *Dean of Nursing Endowed Chair*

### Associate Professors

L. Julia Ball, (Gerontological Nursing), Ph.D., RN, University of South Carolina/Medical University of South Carolina, 1997,

Thayer McGahee, (Health Care Across the Life Span), Ph.D., RN, Medical College of Georgia, 1998, *Ione Wells Hanly/Bank of America Chair in Nursing*

### Assistant Professors

Maureen Bravo, (Maternal-Child Nursing), D.N.P., RN, CPNP, Medical College of Georgia, 2009

Rebecca L. Carr, (Adult Nursing), Ph.D., RN, ACNS-BC, AANP-BC, Medical College of Georgia, 1997

Vicki E. Long, (Maternal-Child Health/Midwifery), D.N.P., RN, The

Catholic University of America, 2010

Joyce Pompey, (Adult Nursing), D.N.P., APRN, University of South Carolina, 2008

### Senior Instructor

Lisa Simmons, (Child Health Nursing), M.S.N., RN, University of Alabama, 1988

### Instructors

Betty Abraham-Settles, (Nursing Administration), M.S.N., RN, University of Phoenix, 2006

David J. Anna, (Psychiatric/Mental Health Nursing), M.S.N., RN, University of Texas Health Sciences Center, 1997

Siera Gollan (Health Policy), M.S.N., RN, University of Maryland, 2000  
Robyn Havens, (Community Health Nursing), M.S., RN, Wright State University, 1988

Heather Jennings, (Adult-Child Health Nursing), M.S.N., NP-C, APRN, Medical College of Georgia, 2008

Susan Kronberg, (Infant Health Nursing), M.S.N., RN, University of South Carolina, 1987

Kay Lawrence, (Family Health), M.S.N., RN, University of Tennessee, 1983

Carolyn B. Sue-Ling, (Nurse Educator), M.S.N., M.P.A., RN, Brenau University, 2011

### Distinguished Professor Emeriti

Patricia R. Cook, (Adult Nursing), Ph.D., RN, University of South Carolina, 1995

Lou Gramling, (Psychiatric Nursing), Ph.D., RN, Medical College of Georgia, 1991,

Trudy G. Groves, (Gerontological Nursing), Ed.D., RN, GNPC, University of Georgia, 1985

Linda Johnston, (Adult Nursing), Ph.D., RN, Medical College of Georgia, 1993

### Professors Emeriti

Sandra J. Chubon, (Community Health), Ph.D., RN, University of South Carolina, 1986

Janice Cullen, (Adult Nursing), Ed.D., RN, University of South Carolina, 1994

Maggie T. Dorsey, (Adult Nursing), Ed.D., RN, Georgia Southern University, 2005

Phyllis R. Farr-Weinstein, (Adult Nursing), M.S.N., RN, ANP, Medical College of Georgia, 1984

Parivash S. Mura, (Maternal-Child), M.S.N., RN, Medical College of Georgia, 1973

## Curricula

### BSN PROGRAM

The School of Nursing offers the Bachelor of Science in Nursing. This program is approved by the South Carolina State Board of Nursing. The baccalaureate program at the University of South Carolina Aiken School of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. The graduate of this program is prepared to practice professional nursing in a variety of settings and has the necessary background for graduate nursing education. For registered nurses desiring to complete the baccalaureate degree, the School of Nursing offers an upper-level curriculum designed to meet the learning needs of graduates of Associate Degree or Diploma Programs in Nursing.

The BSN curriculum at USCA is congruent with the Essentials of Baccalaureate Education as specified by the American Association of Colleges of Nursing (2009).

A graduate of the BSN Program at USCA:

1. Integrates and synthesizes theories and concepts from a general liberal arts education and builds upon these throughout the professional nursing curriculum.
2. Demonstrates leadership skills in various health care settings by designing, managing, and coordinating professional nursing care, in order to facilitate quality improvement in healthcare and ensure patient safety.
3. Provides evidence-based professional nursing care derived from theory and research.
4. Demonstrates technological skills in the search and retrieval of information, patient care technology, and computerized information systems.
5. Applies knowledge of financial and regulatory health care policies in professional nursing practice.
6. Communicates and collaborates with clients, families, and other healthcare professionals to provide high quality and safe patient care.
7. Applies strategies for health promotion, risk reduction, and disease prevention across the life span at the individual and population levels.
8. Functions as a competent member of a profession demonstrating professionalism that reveals legal conduct and the values of caring and diversity, altruism, autonomy, human dignity, integrity, and social justice. Competence is maintained through lifelong learning.
9. Provides professional nursing care, undergirded by understanding and respect for variations and increased complexity, to individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments with consideration for the increased use of healthcare resources. Critical thinking is the process used to assimilate this.

## Philosophy

The Baccalaureate Degree in Nursing Program views nursing as an art and science with a diverse theoretical base that is a vital component of health care. The scientific base of nursing expands as theories are advanced, developed from practice, tested in practice-based research, and further refined for practice in a variety of settings. Because the knowledge base for nursing is continually advancing and health care is evolving, nurses must be prepared for change. The body of knowledge called nursing is unique; however, it is based in part on knowledge gleaned from the humanities, social, behavioral, and physical sciences.

Nursing practice includes the delivery of care to individuals, families, groups, and communities in a variety of settings and the promotion of health and wellness. Nursing care is holistically based and sensitive to the diversity of the clients served and their values.

As members of a profession, nurses function as participants in the health care team in an evolving health care system. Nurses have a responsibility to be knowledgeable and active in political and regulatory processes that impact the definition and implementation of nursing care. Commitment to life-long learning is necessary to maintain competence within the nursing profession.

## Auditing Nursing Courses

Nursing courses may not be audited without permission of the Dean, School of Nursing.

## BSN Generic Track

### Admission Requirements

#### General Admission

Admission to the University of South Carolina Aiken is determined by standard admission requirements. Incoming first year students wishing to pursue a nursing degree must have a predicted GPA of 3.0 or above.

#### Admission to Professional Nursing Courses

Students in the prenursing major may apply for admission no later than October 15th to begin the professional nursing course sequence in the spring semester or March 15th to begin the professional nursing course sequence in the fall semester. Enrollment is limited. The following criteria are used for admission to the professional nursing course sequence through a competitive selection process:

- GPA of 3.0 or higher in core non-nursing courses required for the BSN degree
- no more than 1 science course with a grade below C\*
- completion of 30 designated prerequisite credits in required general education courses prior to the term in which the application is submitted with a grade of 'C' or better in all required courses (contact the School of Nursing office or the web site for a list of courses)
- two references

Admission to the prenursing major does not guarantee admission to professional nursing courses. Admission to professional courses is a competitive process and meeting of minimum admission criteria does not guarantee admission to the nursing courses. Students who are not accepted in the nursing courses must submit a new application for the next admit date and must compete with the new admission 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 core GPA of 3.0 may be considered for admission to the professional nursing courses after meeting the following criterion:

- Successful completion of a least 16 hours in a maximum of 2 consecutive semesters with a 3.5 GPA in USCA courses. A student may apply using this criterion one time only.

**To meet this requirement, it is strongly recommended that students enroll in course work that is degree applicable. To meet this requirement, students must enroll in at least one lab science.**

A suggested course of study is available through the student's advisor. Any student who has not achieved a 3.0 GPA in the core curriculum with 45 attempted semester hours at 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.

\* If a student has lower than a C in two required science courses, admission to the School of Nursing will be denied. An appeal process to the School of Nursing Admission, Progression, and Graduation (APG) Committee is in place.

## Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.
2. The BSN program offers theoretical and practical challenge exams for entering LPN/LVNs (NURS 201). If the student meets the expected testing level, advanced placement will be granted. A student desiring to challenge NURS 201 must complete all components of the challenge examinations by the last day of class for the semester prior to entry.



## Progression and Retention

Students enrolled in the BSN major must abide by the following:

1. A grade of “C+” or better is required in all nursing courses.
2. Any time that nursing students incur a second “C” or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two “Cs” or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.
3. Grade forgiveness may be requested for one nursing course only. (This does not negate stipulations in #2. Grade forgiveness will affect GPA only).
4. Any nursing course in which the student does not reach the standard required to pass in the major requirements must be retaken at the USCA School of Nursing.
5. A grade of ‘C’ or better in any non-nursing prerequisites to other courses is required before progression to the next course.
6. A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.
7. NURS 421 is required during the last semester of degree work.
8. Students must complete all nursing courses in three and a half calendar years after acceptance into the professional courses.
9. A nursing major in good standing may have a one-semester absence from clinical/lab courses for any reason. In the interest of patient safety, following an absence of more than one semester for any reason from clinical/lab courses, a student must pass the following validation of competencies prior to the beginning of the re-entry semester: 1) the current challenge examination(s); 2) the level medication test where applicable; 3) dosage calculation test; and 4) a clinical skills competency check-off. Failure to pass all four tests first time before the beginning of the re-entry semester will result in the student’s being required to repeat their last semester’s 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 “C”. A testing fee will be charged to students each semester to cover the cost of these tests.

## Transfer Credit

A Transfer Credit Summary will be prepared by the Office of the Registrar after receipt of a student’s official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. Following an absence of more than one semester for any reason from clinical/lab courses, the transfer student must pass a validation of competencies prior to credit being accepted for transfer courses. This validation will include 1) a challenge examination for the most recent clinical course(s), 2) a level medication test, 3) a dosage calculation test, and 4) a clinical skills competency check-off. Failure to pass all four tests the first time will result in the student having to repeat the last semester’s clinical courses. The courses must meet the University requirements for transfer credits. The last 25% of credit must be earned in residence at USC Aiken.
3. The School of Nursing of USCA abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina.

4. If a student submits a nursing application and meets the requirements for admission into the BSN Program at USC Aiken but has failed out of a BSN or ADN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.

## Health Requirements

Students are required to meet health requirements of the University. When students enter the clinical nursing course sequence, they are required to:

1. provide evidence of a recent physical examination prior to attending clinical courses. Information must be updated annually.
2. provide evidence of annual tuberculosis screening.
3. provide evidence of immunity to specific diseases as required by affiliating clinical agencies. Further information may be obtained from the School of Nursing Office and the current edition of the *BSN Student Handbook*.

Students are encouraged to carry accident and illness insurance.

## CPR Completion

All students enrolled in nursing courses are required to maintain current certification in cardiopulmonary resuscitation (adult, child and infant CPR, conscious obstructed airway, and unconscious obstructed airway).

## Drug Policy

The School of Nursing maintains a drug free environment. Details on the drug policy can be found in the *School of Nursing BSN Student Handbook*. Drug screening will be required.

## Criminal Background Check

A criminal background check will be required.

## South Carolina Student Nurses Association

Faculty of the Baccalaureate Degree Program strongly encourage each student to join the South Carolina Student Nurses Association (SCSNA). The SCSNA is the professional student organization and provides participation in health-related activities on campus and in the community.

## Application for Licensure in Nursing

Prior to completion of the last semester of study, students are expected to apply for the nursing licensing examination, NCLEX-RN, and apply for licensure to the South Carolina State Board of Nursing or other Board of Nursing in the jurisdiction where the student will be employed after graduation. Conviction of a crime other than a minor traffic violation could result in ineligibility for nursing licensure. Under these circumstances, early notification of the appropriate state board of nursing is recommended in order to clarify mechanisms related to determining eligibility.

## Attendance Policy

Classroom attendance is expected. Attendance in clinical is required to pass the course. In the event of an unavoidable absence, the student must give prior notification to the clinical professor. An arrangement for missed/excused work is made at the discretion of the course coordinator.

## Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook*.

## Student Release Form

Students are required to sign a Student Release Form. This form includes the following statements:

I hereby release the School of Nursing and the University of South Carolina Aiken from responsibility for any injury or illness to me (and if pregnant, my unborn baby) while attending hospital or other clinicals. I understand that risks 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 and fees is available at the USCA Web site at [http://web.usca.edu/admissions/cost\\_attendance.dot](http://web.usca.edu/admissions/cost_attendance.dot) and the length of the nursing program is available at the USCA School of Nursing Web site at <http://web.usca.edu/nursing/>.

### Program of Study\*

#### Bachelor of Science in Nursing

##### Generic Track

#### 1. General Education Requirements.....56

##### A. Knowledge of Human Cultures and the Physical and

##### Natural World .....37

At least 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 29-30.

1. Natural Sciences.....16  
Anatomy, Physiology, Microbiology (BIOL 250 or BIOL 330), and Chemistry (CHEM 101 or CHEM 111)
2. History of Civilization .....3  
(HIST 101 or HIST 102)
3. Social and Behavioral Sciences .....9  
Introductory Psychology, Developmental Psychology, and either Introductory Sociology <sup>1</sup> or Anthropology 102, Understanding Other Cultures
4. Humanities (at least two areas)<sup>2</sup>.....9  
Communications (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym) Honors (HONS acronym)

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

1. Critical Inquiry.....1  
Freshmen must take Critical Inquiry in their first semester of enrollment at USC Aiken. Students in degree programs which require more than 16 credit hours in the first semester of enrollment may complete Critical Inquiry during their second academic semester. Transfer students are not required to take the Critical Inquiry course; however, the one credit hour requirement will still need to be completed within the degree requirements.
2. English 101 and 102.....6  
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.

#### 3. Oral Communication.....3 (COMM 201, COMM 241)

#### 4. Math 108 or higher and Statistics ..... 6

Students should take math in their first year of enrollment at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.

#### 5. Satisfactory completion of Writing Proficiency Requirement

For more information, see Writing Proficiency Portfolio on page 43.

#### 6. Satisfactory completion of three courses designated as Writing Intensive, at least one of which is in the student's major.

For more information, see Writing Intensive Course Definition on page 30.

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

##### 1. American Political Institutions.....3 (POLI 201, HIST 201, or HIST 202)

##### 2. Inter-Curricular Enrichment Program (ICE)

Two approved events in each semester of enrollment.

For more information, see ICE Program requirements on page 43.

#### D. Integrative Learning

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

#### 2. Major Requirements.....69

##### A. NURS 201, 202, 301, 307, 309, 310, 312, 315, 322, 323, 324, 413, 414, 417, 418, 419, 421

#### Total hours required .....125

<sup>1</sup> A higher level Sociology course may be accepted with approval from the Dean of the School of Nursing.

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

\* The Program of Study and the Bulletin used for the BSN major is determined by the date of enrollment into the BSN program.

### BSN Completion Track

#### BSN Completion Major Admissions Requirements

1. Admission to USCA;
2. Associate of Science degree in nursing or diploma in nursing;
3. Completion of all general education courses (or their equivalent) that were not required in licensure program with a grade of C or better;
4. Current licensure to practice as a registered nurse in South Carolina;
5. Two references addressing clinical competency (nursing practice performance) from two recent nursing employers at supervisory level or two recent nursing instructors;
6. Cumulative GPA of 2.0 or better
7. No more than 1 required science course (not including those

required in licensure program) with a grade below C

All requirements **must** be met before admission to the BSN major will be granted.

### Transfer Credit

Transfer students must have a cumulative GPA of 2.0 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 25% of credit must be earned in residence at USC Aiken.
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.
4. If a student submits a nursing application and meets the requirements for admission into the BSN Program at USC Aiken but has failed out of a BSN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.

### Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.
2. The BSN program offers challenge exams for selected BSN courses (NURS 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+” or better is required in all nursing courses.
2. Any time that nursing students incur a second “C” or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two “Cs” or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.
3. A grade of “C” or better in any non-nursing prerequisites to other courses is required before progression to the next course.
4. A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.
5. NURS 423 is required during the last semester of degree work.
6. Students must complete all nursing courses in three calendar years after beginning the program.

Student records will be monitored for suspensions at the end of each semester by nursing faculty. Students will be notified of suspension from the BSN program.

### Clinical Placement Responsibilities

RN-BSN Completion students may be responsible for locating their clinical sites, identifying clinical preceptors, and notifying the clinical course coordinator at least 9 weeks prior to beginning the clinical course. The clinical course coordinator will approve the chosen site and facilitate the clinical contract between USCA and the health care facility if a contract is not already on file at the School of Nursing. The course coordinator will also approve the choice of preceptor according to the rules and regulations of the SC State Board for Nursing. Clinicals will not begin until the course coordinator has approved the preceptor and the appropriate semester begins.

### Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook*.

### Graduation

University guidelines for graduation in effect at the time of admission to the BSN major will be followed. Students must complete credit hours as follows:

### Program of Study\*

#### Bachelor of Science in Nursing

#### BSN Completion Track

<b>1. General Education Requirements .....</b>	<b>55</b>
<b>A. Knowledge of Human Cultures and the Physical and Natural World .....</b>	<b>37</b>
At least 3 hours must be in <b>Non-Western World Studies</b> , 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 29-30.	
1. Natural Sciences.....	16
Anatomy, Physiology, Microbiology (BIOL 250 or BIOL 330), and Chemistry (CHEM 101 or CHEM 111)	
2. History of Civilization .....	3
(HIST 101 or HIST 102)	
3. Social and Behavioral Sciences .....	9
Introductory Psychology, Developmental Psychology, and either Introductory Sociology <sup>1</sup> or Anthropology 102, Understanding Other Cultures	
4. Humanities (at least two areas) <sup>2</sup> .....	9
Communications (last two digits must be in 50s or 60s) History, Art History, Music History, Theatre History, Literature, Philosophy (other than logic), Religion, Selected Language courses, Humanities (HSSI acronym) Honors (HONS acronym)	
<b>B. Intellectual and Practical Skills .....</b>	<b>15</b>
1. English 101 and 102.....	6
Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL 101 and 102 through concurrent enrollment, AP, etc.). 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 Writing Intensive courses (see #6) and other English courses.	
2. Oral Communication.....	3
(COMM 201, COMM 241)	
3. Math 108 or higher and Statistics .....	6
MATH 221 and MATH 222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood or Special Education.	
4. Satisfactory completion of Writing Proficiency Requirement	
For more information, see Writing Proficiency Portfolio on page 43.	
5. Satisfactory completion of one course designated as Writing Intensive which must be taken in the student’s major.	
For more information, see Writing Intensive Course Definition on page 30.	
<b>C. Personal and Social Responsibility.....</b>	<b>3</b>
1. American Political Institutions.....	3

(POLI 201, HIST 201, or HIST 202)

2. Inter-Curricular Enrichment Program (ICE)  
Four approved events before graduation.  
For more information, see ICE Program requirements on page 43.

#### D. Integrative Learning

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

### 2. Major Requirements.....65

#### A. Associate Degree of 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 .....33

#### B. Baccalaureate Level Courses .....32

NURS 307, 308, 312, 316, 413, 414, 417, 422, 423

#### Total hours required .....120

<sup>1</sup> A higher level Sociology course may be accepted with approval from the Dean of the School of Nursing.

<sup>2</sup> For a list of courses that will meet the Humanities general education requirement, see page 29.

\* The Program of Study and the Bulletin used for the BSN major is determined by the date of enrollment into the BSN program.

All nursing courses for the RN to BSN Completion Track are available online.

### Student Responsibilities

1. Students are required to meet the health requirements of the University. When students enter the clinical nursing course sequence, they are required to:
  - Provide evidence of a recent physical examination prior to attending nursing courses. Information must be updated annually.
  - Provide evidence of annual tuberculosis screening.
  - Provide evidence of immunity to specific diseases as required by affiliating clinical agencies. Further information may be obtained from the School of Nursing Office and the current edition of the *BSN Student Handbook*.
2. Students are encouraged to carry accident and illness insurance.
3. Background check and drug screening are required.
4. Students must provide evidence of current CPR certification and current S.C. licensure or class and clinical participation will not be permitted.
5. Students are responsible for transportation to and from all clinical agencies.
6. USCA name tag will be required for clinical experiences.
7. Class attendance policies of the University will be enforced.
8. Students must attend all clinical experiences with absences only if unavoidable because of sickness of 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.
9. Students are responsible for input into School of Nursing, BSN Program decision-making through the established School of Nursing Committee Structure.

### Course Descriptions

#### Nursing (NURS)

- NURS 201 Introduction to Nursing Practice. (5)** (Prereq: Admission to the professional program; Prereq. or Coreq: NURS 307) 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)
- NURS 202 Theoretical Foundations of Nursing Practice. (3)** (Prereq: Admission to the professional program and C or better in BIOL 330 or BIOL 250) Theories and concepts that provide the foundation for nursing practice are presented with an emphasis on the health/illness continuum and health promotion. Theories of human development and the concept of health and the nursing process will be integrated to prepare the nurse to work with individuals, families, groups, and communities.
- NURS 301 Pharmacology. (3)** (Prereq: NURS 312) The study of the pharmacodynamics and pharmacokinetics of medications with emphasis on nursing implications for patient care.
- NURS 307 Health Assessment. (3)** (Prereq: BIOL 232, BIOL 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)
- NURS 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.
- NURS 309 Adult Health Nursing I. (5)** (Prereq: NURS 201, NURS 202, NURS 307, NURS 312; Pre or Co-req: NURS 301) Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing alterations in function. (3 lecture hours/6 lab hours/per week)
- NURS 310 Adult Health Nursing II. (5)** (Prereq: NURS 301, 309, 323) Continuation of Adulth Health Nursing I. Through the use of the nursing process, students focus on specific interventions in the care of adult clients experiencing alterations in function. (3 lecture hours/6 lab hours/per week)
- NURS 312 Pathophysiology. (3)** (Prereq: BIOL 232, BIOL 242, BIOL 330 or BIOL 250, admission to Baccalaureate in Nursing clinical courses) Focuses on the pathological bases of disease processes and clinical manifestations of selected diseases.
- NURS 315 Community Health Nursing. (5)** (Prereq: NURS 312, NURS 322; Prereq. or Co-Req: NURS 324) Concepts of community health nursing are presented and applied in clinical settings with emphasis on the community and the family as clients. Communicable disease control, principles of epidemiology, health promotion practices, family theories, and public health issues are addressed. (3 hours lecture/ 6 hours lab/ per week)
- NURS 316 Community Health Nursing for RN's. (5)** (Prereq: RN Licensure, NURS 307, NURS 308 and NURS 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. (4 hours lecture/ 3 hours lab/ per week)

<b>NURS 322</b>	<b>Psychiatric Nursing. (5)</b> (Prereq: NURS 301, 309, 323) Through the use of the nursing process, students utilize a model of psychodynamics in the restoration, maintenance, and promotion of mental health. Therapeutic communication is included with appropriate clinical experiences. (3 hours lecture/ 6 hours lab/ per week)		
<b>NURS 323</b>	<b>Women's Health Through the Lifespan. (5)</b> (Prereq: NURS 201, NURS 307, NURS 312, NURS 202) Students focus on women's health issues from puberty through perimenopause. Through the use of the nursing process, students learn to individualize family-centered women's health care, with clinical experiences providing the opportunity to apply these principles. (3 hours lecture/ 6 hours lab/ per week)	<b>NURS 422</b>	<b>Care of the Client with Complex Health Needs. (4)</b> (Prereq: RN Licensure, NURS 307, NURS 308, NURS 312) In this course students synthesize knowledge from all previous courses as care is provided to people with complex health needs in hospitals, clinics, or specialized healthcare facilities or agencies. ( 2 hours lecture/6 hours lab)
<b>NURS 324</b>	<b>Child Health Nursing. (5)</b> (Prereq: NURS 301, NURS 310, NURS 322, NURS 323; Co-req: NURS 315) Students use the nursing process to provide family-centered care to the pediatric client and the family. (3 hours lecture/ 6 hours lab/ per week)	<b>NURS 423</b>	<b>Leadership and Management in Nursing for RN's. (5)</b> (Prereq: RN Licensure, Successful Completion of Writing Portfolio, 2 out of 4 ICE requirements completed, and in last semester of program) Leadership and management concepts and principles for professional nursing practice. Emphasis on knowledge and skills that impact effective leadership and management roles. This course will provide for the senior project and must be in the student's last semester. (4 hours lecture/ 3 hours lab/per week)
<b>NURS 398</b>	<b>Special Topics. (1-3)</b> (Prereq: Consent of instructor) An elective course on selected topics in nursing.		
<b>NURS 413</b>	<b>Nursing Research. (3)</b> (Completion Track Prereq: NURS 308 and one of the following: PSYC 325 or STAT 201 or BADM 296; Generic Track Prereq: NURS 309 or Permission of instructor, and one of the following: PSYC 325 or STAT 201 or BADM 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.		
<b>NURS 414</b>	<b>Ethical-Legal Issues in Nursing. (3)</b> (Completion Track Prereq: NURS 308 or permission of instructor; Generic Track Prereq: NURS 310 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.		
<b>NURS 417</b>	<b>Gerontological Nursing. (3)</b> (Generic Track Prereq: NURS 301, NURS 309, NURS 323; Generic Track Pre- or Co-req: NURS 322 or permission of the instructor; Completion Track Prereq: NURS 307, NURS 308, NURS 312) Theories of human development and the achievement and maintenance of healthy life-styles of elders are explored.		
<b>NURS 418</b>	<b>Entry into Practice. (3)</b> (Prereq: NURS 315, NURS 324, NURS 414; Co-req: NURS 421; Pre-req. or Co-req: NURS 419) Synthesis and critical evaluation of issues related to entry into professional nursing practice. Structured review of clinical nursing course content with emphasis on critical thinking and problem-solving in the nursing profession.		
<b>NURS 419</b>	<b>Synthesis of Nursing Care for Clients with Complex Health Problems. (5)</b> (Prereq: NURS 315, NURS 324, NURS 413, NURS 417; Coreq: NURS 421) 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)		
<b>NURS 421</b>	<b>Leadership and Management in Nursing. (5)</b> (Prereq: Successful Completion of Writing Portfolio, 14 out of 16 ICE requirements completed, and in last semester of nursing program, NURS 315, NURS 324, NURS		
			413, NURS 417; Pre- or Co-req: NURS 419; Coreq: NURS 418) Leadership and management concepts and principles for professional nursing practice. Emphasis on knowledge and skills that impact effective leadership and management roles. This course will provide for the senior project and must be in the student's last semester. (3 hours lecture/ 6 hours lab)

---

# Graduate Programs

---

## 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

Two programs at the master's level are available at USCA. For information on the Master of Education Degree in Educational Technology see below. For information on the Master of Science Degree in Applied Clinical Psychology see page 181.

## 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.

---

## Master of Education Degree in Educational Technology

---

### School of Education

---

Windy Schweder, Ph.D., Interim Dean of the School of Education  
Thomas J. C. Smyth, Ph.D., Program Coordinator

**A** master's degree in education is designed to provide advanced professional studies in graduate level course work for persons who are committed to excellence and have an interest in education in P-20 or corporate settings.

### Conceptual Framework

The M.Ed. Program prepares dynamic educators who grow, interact and continue professionally through out their careers.

1. The advanced *Dynamic Educator* as Planner evaluates general principles of design and curriculum.
2. The advanced *Dynamic Educator* as Planner examines contemporary educational issues and evaluates solutions in terms of research on best practice.
3. The advanced *Dynamic Educator* as Planner demonstrates an understanding of the connection and application of content standards, practices, and assessments and how they affect learning.
4. The advanced *Dynamic Educator* as Manager analyzes and applies theories of human development and learning principles to create a community that maximizes learning.

5. The advanced *Dynamic Educator* as Instructor investigates, evaluates, and implements innovative methods of teaching and instructional materials.
6. The advanced *Dynamic Educator* as Instructor analyzes and synthesizes the relationship between theory and practice within the educational process.
7. The advanced *Dynamic Educator* as Instructor investigates and uses instructional and informational technology for inquiry-based learning.
8. The advanced *Dynamic Educator* as Communicator enhances professionalism through active participation in the learning community.
9. The advanced *Dynamic Educator* as a Professional examines and evaluates contemporary issues that impact the learning of underrepresented groups and diverse cultures.
10. The advanced *Dynamic Educator* as a Professional reflects on own teaching practices and dispositions and examine how they impact student learning.

## ADMISSION

### Application

An application cannot be given final consideration until all required credentials have been received. Apply on-line at <http://www.usca.edu/admissions/gradforms.doc>

Application requirements **include the following:**

1. Official transcript showing the award of the baccalaureate or higher degree by an accredited college or university. Transcripts verifying all previous graduate degrees will be required to complete the permanent record. Transcripts of all previous academic study at the time of application may be requested.
2. Two letters of recommendation.
3. Report of scores achieved on the Graduate Record Examinations or Miller Analogies Test. Any exceptions for students failing to meet minimum standardized test score requirements shall be referred to the Admissions Committee for review and final decision.
4. A satisfactory score on the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English. The minimum acceptable score is 550 on the standard or 213 on the computer-based version.
5. Written statement of philosophy of education, typed and attached to application form.

Application files are handled by the USCA Graduate Office. Completed files clearly meeting all criteria for admission are forwarded to the Program Coordinator for approval. Upon approval, students receive an official letter of acceptance from the Dean of the School of Education. Students meet with the Coordinator to complete a program of study as soon as possible after acceptance.

### Admission Requirements

Acceptance by the School of Education will be based upon the applicant's total academic profile. Application to the Masters Degree Program can be made after completion of at least a bachelor's degree from a college or university accredited by a regional accrediting agency. The standard for admission will be based on a total profile for the applicant. The successful

applicant should have an undergraduate grade point average of at least 3.0, a score of 396 on the Miller's Analogies Test or scores of 450 on both the verbal and quantitative portions of the Graduate Record Exam, a well-written letter of intent that matches the objectives of the program, and positive letters of recommendation from individuals who know the professional characteristics of the applicant. Any exceptions for students failing to meet minimum standardized test score requirements shall be referred to the Admissions Committee for review and final decision.

All test scores should be sent to the Graduate Admissions Office at USC Aiken. It should be noted that no academic program can be approved until the student has been admitted as a qualified degree candidate. Students are cautioned that graduate credit earned prior to full admission to degree candidacy may not be applicable toward the degree requirements. The program should be established during the first semester of study and no later than the semester following the completion of the first 12 hours. Only six hours of courses taken as a non-degree student in the USC system may be used to meet the requirements of a graduate degree program. Only six hours of courses designated as Professional Development may be used to meet the requirements of a graduate degree program.

### Enrollment Classifications:

- 1. Full Admission Status:** Applicants who have met all requirements for admission including satisfactory scores on the Graduate Records Examination or Miller Analogies Test, satisfactory references and satisfactory academic performance at an accredited university or college. Up to 12 hours of graduate credit from an accredited university or college may be accepted toward the degree, subject to approval of the School of Education. A maximum of 6 hours of graduate coursework identified as professional development courses may be applied toward the M.Ed. Degree subject to approval of the School.
- 2. Non-degree Enrollment Status:** Students who intend to seek a graduate degree, but lack one or more of the requirements for full admission status, or who are seeking graduate credit for the purpose of recertification or for transfer to another college or university. Only six (6) hours taken as a non-degree student at any USC campus may be used toward a degree program.
- 3. Provisional Status:** Applicants who intend to seek a graduate degree, but lack sufficient requirements for full admission status may be provided provisional status. Provisional students must attain a 3.0 grade point average during the first 12 credit hours to be eligible for full admission. (These courses may be designated by department). A non-refundable application fee of \$45 is required of all first-time applicants to the USCA graduate program.

**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.

Students earning a graduate degree from USC Aiken must complete at least one-third of the credit hours for the degree through courses at USC Aiken.

### Graduate Advisement

Every graduate student admitted to a degree program is entitled to an advisor in the School of Education at 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 and the Dean of the School of Education. This formal agreement serves a number of purposes to the benefit of the student and the University: it causes students and advisors to engage in early planning with specific goals in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement; and it protects students in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes. The procedure for change is similar to that for filing the original program and usually requires the same series of signatures. Degree students are entitled to the advantages of a Program of Study and should take the necessary steps to secure them at the appropriate time.

## Courses

**Prerequisites.** Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The instructor may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences. Special permission to enroll should be requested from the instructor prior to registration.

## Course Loads

A student may enroll for a semester load not to exceed 12 graduate hours. To register for more than 12 hours, a student must obtain course overload approval from the department head/school dean. A student is classified as a full-time student for academic purposes with 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 participate in all regular class meetings and activities. Unsatisfactory participation may be considered adequate reason by the instructor for requesting the student to withdraw from the course.

## Appeals and Petitions

Appeals and petitions related to programs, regulations, or other academic matters will be reviewed first by the academic unit then by the USCA Graduate Advisory Council, and finally forwarded to the USCA Executive Vice Chancellor for Academic Affairs for approval. See page 31 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 next to last academic term before graduation. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted. Deadlines are indicated in the Academic Calendar for each term. Diplomas will not be awarded retroactively.

**USCA regulations and procedures are printed in other sections of the *Bulletin* and the *USCA Student Handbook*.**



# The University of South Carolina

## Aiken and the University of South Carolina Columbia

### Master of Education Degree in Educational Technology

Windy Schweder, Ph.D., Interim Dean of the School of Education  
 Thomas J. C. Smyth, Ph.D., Program Coordinator

The Master's Degree in Educational Technology is designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training (e.g., software development, multimedia development, assistive technology modifications, web-based development, and distance learning). The program is intended (1) to prepare educators to assume leadership roles in the integration of educational technology into the school curriculum, and (2) to provide graduate-level instructional opportunities for several populations (e.g., classroom teachers, corporate trainers, educational software developers) that need to acquire both technological competencies and understanding of sound instructional design principles and techniques. This graduate program is offered jointly by the USC Aiken School of Education and the USC Columbia College of Education. All courses are offered in web-based format.

#### School of Education Faculty, USC Aiken

Windy Schweder, (Special Education) Ph.D., University of South Carolina, 2004, Associate Professor  
 Gary J. Senn, Ph.D., Florida Institute of Technology, 1992, Associate Professor  
 Thomas J.C. Smyth, Ph.D., University of South Carolina, 1983, Professor, *Westinghouse Endowed Professorship in Instructional Technology*

#### College of Education Faculty, USC Columbia

Kellah Edens, Ph.D., University of South Carolina, 1992, Assistant Professor, Department of Educational Psychology  
 Susan W. Quinn, M.Ed., George Mason University, 1990, Director, Educational Technology Center  
 Cheryl A. Wissick, Ph.D., University of Virginia, 1990, Associate Professor, Department of Educational Psychology

## ADMISSION

For admission information see page 174.

### Degree Requirements:

The Master of Education in Educational Technology degree requires:

1. Successful completion of an approved program of study providing a minimum of 36 hours of graduate credit. A student's official program of study must be approved not only by the student's advisor but by the Dean of the School of Education and the Executive Vice Chancellor for Academic Affairs.
2. A minimum grade point average of 3.00 (B) is required on the total graduate program with a minimum average of B on all 700-800 level courses.
3. Successful completion of a comprehensive evaluation which

includes a written synthesis paper and portfolio and an oral defense.

Transcripts of transfer graduate credits must be on file prior to approval of graduation applications.

### 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 Courses</b> .....	<b>6</b>
AERM/EDRM 700 .....	3
AEET/EDET 709 .....	3
<b>Design Courses</b> .....	<b>15</b>
AEET/EDET 603 .....	3
AEET/EDET 703 .....	3
AEET/EDET 793 .....	3
AEET/EDET 755 .....	3
AEET/EDET 722 .....	3
<b>Technology Courses</b> .....	<b>12</b>
AEET/EDET 650 .....	3
AEET/EDET 735 .....	3
AEET/EDET 746 .....	3
AEET/EDET 780 .....	3
<b>Electives</b> .....	<b>3</b>
(Choose one of the following)	
AEET/EDET 652 .....	3
AETE 731 or EDTE 731 .....	3
SLIS 706 .....	3
TSTM 790 .....	3
<b>Total hours required</b> .....	<b>36</b>

### Course Descriptions

#### Educational Technology (AEET)

- EDET 603 Design and Development Tools I. (3)** Study of multimedia elements (e.g., graphics, animation, audio and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored.
- EDET 650 Internship in Educational Technology. (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.
- EDET 652 Design and Evaluation of Games and Simulations. (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.
- EDET 703 Design and Development Tools II. (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).
- EDET 709 Applications of Learning Principles. (3)** An introduction to behavioral and cognitive learning principles applicable to the design of technology-based instruction and performance training.

- EDET 722 Instructional Design and Assessment. (3)** (Prereq: EDET 709) Application of instructional design and assessment principles to the development and formative testing of instruction in integrated technology-based contexts.
- EDET 735 Technological Applications for Diverse Populations. (3)** The application of assistive devices and other technologies to assure access to information and productivity tools by persons with diverse needs. Universal design issues will be included.
- EDET 746 Management of Technology Resources. (3)** The organization and administration of media programs in school buildings and districts, regional and state centers, and colleges and universities. Procedures, problems, and trends for an integrated instructional support system will be emphasized.
- EDET 755 Design and Evaluation of Information Access and Delivery. (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.
- EDET 780 Research Seminar in Educational Technology. (3)** Explores contemporary trends, problem areas, and issues in educational technology through literature investigations, seminar discussions, and case studies.
- EDET 793 Advanced Instructional Design and Development. (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 (EDRM)

- EDRM 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 (EDTE)

- EDTE 731 Instructional and Informational Applications of Technology (3)** Educational technology focused on instructional and informational applications of computers.

## RECERTIFICATION COURSES

The School of Education offers graduate level courses for the purpose of recertification, add-on certification, and professional development.

### Course Descriptions

#### Education (EDUC)

- EDUC 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.

- EDUC 635 Special Topics in Education. (1-3)** Selected topics in content knowledge and pedagogy for PK-12 teachers.

- EDUC 650 Introduction to Curriculum for Gifted and Talented Students. (3)** This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. This is one of two courses required for Gifted and Talented Certification in South Carolina, the other being Nature and Needs of Gifted and Talented Students.

- EDUC 651 Nature and Needs of Gifted and Talented Students. (3)** This is the basic survey course in the education of gifted and talented students. It provides an overview of the historical and philosophical background of gifted education, as well as a rationale for it. This course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students, including special populations of gifted and talented students and methods of talent development. The following topics will be discussed briefly: identification based on the regulations governing gifted and talented programs in South Carolina, curriculum and instruction, and program models. Current technology will be employed in researching and presenting a plan for addressing the needs of a specific target group. This is one of two courses required for Gifted and Talented Certification in South Carolina, the other being Introduction to Curriculum for Gifted and Talented Students.

#### Foundations (EDFN)

- EDFN 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 (EDEL)

- EDEL 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.
- EDEL 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.
- EDEL 715 The Elementary School Curriculum. (3)** Critical study of the modern elementary school curriculum.
- EDEL 717 Curriculum Problems in the Elementary School. (3)** (Prereq: EDEL 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.
- EDEL 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.

- EDEL 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.
- EDEL 745 Advanced Study and Application of Mathematics and Problem Solving. (3)** (Prereq: MATH 221 or its equivalent) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes on instruction.
- EDEL 760 Advanced Study and Application of Social Studies Methods. (3)** The selection of teaching procedures and instructional materials used to teach social studies.
- EDEL 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 (EDPY)**

- EDPY 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.

#### **Instruction and Teaching (EDTE)**

- EDTE 610 Integrated Reading and Writing Instruction. (3)**  
Theoretical bases and techniques for teaching reading and writing, using multiple subject areas.
- EDTE 631 Using Computers to Support Instruction. (3)**  
Applications of selected software in instructional management.
- EDTE 671 Computers in Science Education. (3)** Use of computer technology in teaching and managing science classes and programs in grades K-12.
- EDTE 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.
- EDTE 760 Issues in Writing Instruction K-12. (6)** Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

---

# Master of Science Degree in Applied Clinical Psychology

---

Edward J. Callen, Ph.D., Department Chair  
Jane A. Stafford, Ph.D., Psychology Graduate Program Director

The Master of Science Degree in Applied Clinical Psychology provides graduate study and clinical experience in preparation for careers in applied clinical and counseling settings and as a foundation for students interested in pursuing advanced doctoral studies. Students enrolled in this program are expected to pursue a plan of study to assure increased professional competence and breadth of knowledge in the field of clinical and counseling psychology. The degree objectives are designed to enable the student to:

1. Understand principles of psychology and how they are applied.
2. Understand a diversity of theoretical perspectives.
3. Interpret and apply statistical and research techniques
4. Understand professional, legal and ethical principles as they pertain to professional conduct and responsibility.
5. Understand and develop skills in assessment procedures and intervention strategies.

The degree program reflects a commitment to the Council of Applied Master's Programs in Psychology (CAMPP) model of practitioners who bring scholarship and reflection to their work, and an understanding of diversity in clientele, methodology, and application. The USC Aiken Master of Science Degree in Applied Clinical Psychology program is approved by CAMPP, and is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC).

The USC Aiken Psychology Department is committed to recruiting students representing a variety of societal subgroups and subcultures.

## Department of Psychology Faculty

The psychology faculty come from all parts of the country and bring a broad array of expertise to the program. They are not only respected scholars in their field but also excellent communicators who bring a sense of adventure to the classroom. They actively involve students in their quest for answers to psychology's frontier issues. Among the topics which are currently being studied by faculty and students are the nature of fear, parenting and attachment, stress and alcohol, assessment and treatment of childhood disorders, cognitive aging, and trauma and its effects.

## Professors

Edward J. Callen (Psychology), Ph.D., Northern Illinois University, 1986, *Strom Thurmond Endowed Chair in Social and Behavioral Sciences*  
Maureen H. Carrigan (Psychology), Ph.D., State University of New York - Binghamton, 1998, *Carolina Trustee Professor*  
Keri A. Weed (Psychology), Ph.D., Notre Dame, 1984, *Carolina Trustee Professor*

## Associate Professors

Laura N. May (Psychology), Ph.D., University of Tennessee, 2002  
Jane A. Stafford (Psychology), Ph.D., State University of New York - Binghamton, 2002

## Assistant Professors

Anne Ellison (Psychology), Ed.D. Northern Arizona University, 1980

Meredith Elzy (Psychology), Ph.D. University of South Florida, 2013  
Echo E. Leaver (Psychology), Ph.D., University of Illinois at Urbana-Champaign, 2008  
Laura Swain (Psychology), Ph.D., University of South Carolina, 2008

## Distinguished Professors Emeriti

Thomas L. Boyd (Psychology), Ph.D., State University of New York-Binghamton, 1978  
O. Joseph Harm (Psychology), Ph.D., Vanderbilt University, 1975  
William J. House (Psychology), Ph.D., University of South Carolina, 1974

## Admission

### Application

Application forms for admission to graduate studies may be obtained from the Department of Psychology Office, Room 226 of the Penland Administration Building or the 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.

Applicants whose native language is not English will need a satisfactory score on the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550 on the standard or 213 on the computer-based version.

The curriculum is designed to allow students to pursue their degree as either part-time or full-time students.

A non-refundable application fee of \$45 is required of all first-time applicants to the 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 153 Verbal and 144 Quantitative preferred.

\*To be considered for admission, scores submitted for the Graduate Record Exam requirement must have been posted by the applicant within the five years prior to application.

### **The Master of Science in Applied Clinical Psychology degree requires:**

1. Successful completion of an approved program of study providing a minimum of 51 hours of graduate credit. (A student's official program of study must be approved by the Director of the Graduate Clinical Programs and Psychology Department Chair.)
2. Practicum/course requirements to include at least 700 clock-hours of applied/clinical experience. These hours can be earned through course/practicum requirements and supervised professional clinical assistantship opportunities (when available). These training experiences are to be distributed among individual/group therapy, assessment, and professional consultation activities.
3. Successful completion of a Master's Thesis.

### **Graduate Assistantships**

Eligible students may receive a graduate assistantship, which includes monetary support in addition to significantly reduced tuition for both resident and non-resident students. Assistantship experiences are generally available in applied clinical/community settings.

## **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.

Students earning a graduate degree from USC Aiken are allowed no more than twelve hours in transfer work.

### **Graduate Advisement**

Every graduate student admitted to a degree program will be advised by the Psychology Graduate Program Director.

Students admitted as "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.** The *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, is available on the departmental web page.

### **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, research, or thesis during the probationary period.

Graduate courses other than Psychopathology and the Applied Core Course Requirements 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). Psychopathology and the Applied Core Course Requirements must be passed with a grade of B or better. If the student earns a grade below a B, that course must be repeated in order to earn degree credit (B 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.

PSYC 798 is graded on a Satisfactory-Unsatisfactory basis, and is not included in the overall grade point average. Students will receive a 'T' letter grade, signifying satisfactory performance for each semester that they are enrolled in PSYC 799. A 'U' letter grade will signify unsatisfactory performance, and will not count toward degree requirements. If, at the completion of 4 hours, the student has still not completed the thesis requirements, that student will be required to maintain enrollment in PSYC 799 during subsequent semesters until the thesis requirements are met. Any student who continues to use University facilities or wishes to confer with faculty on this 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 31 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.**

## Technological Literacy for the M.S. in Clinical Psychology Program

To meet the requirement of computer competency, Master of Science Psychology majors are required to successfully complete PSYC 625: Statistics and Research Methods, and PSYC 799: Thesis.

## Program in Applied Clinical Psychology

<b>Core Course Requirements (all required)</b> .....	<b>18</b>
PSYC 610 Developmental .....	3
PSYC 620 Psychopathology .....	3
PSYC 625 Statistics and Research Methods.....	3
PSYC 640 Social Psychology.....	3
PSYC 650 Learning .....	3
PSYC 760 Neuroscience.....	3
<b>Applied Core Course Requirements (all required)</b> .....	<b>24</b>
PSYC 600 Ethical and Professional Issues in the Practice of Psychology .....	3
PSYC 680 Assessment I.....	3
PSYC 701 Theories and Techniques of Psychotherapy I.....	3
PSYC 702 Theories and Techniques of Psychotherapy II .....	3
PSYC 725 Group Therapy and Counseling .....	3
PSYC 780 Assessment II .....	3
PSYC 790 Practicum in Applied Clinical/Counseling Psychology (2 semesters) .....	6
<b>Advanced Topics</b> .....	<b>3</b>
PSYC 700 Advanced Topics in Applied Psychology.....	3
<b>Thesis (two semester minimum)</b> .....	<b>6</b>
PSYC 798 Thesis Preparation.....	2
PSYC 799 Thesis .....	4
<b>Professional Elective (Optional)</b>	
PSYC 630 Career and Lifestyle Development .....	3
PSYC 699 Independent Research .....	1-3
PSYC 791 Advanced Psychotherapy Practicum.....	1-3
<b>Total hours required</b> .....	<b>51</b>

## Course Descriptions

### Psychology (PSYC)

#### CORE COURSES (all required)

- PSYC 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.
- PSYC 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.
- PSYC 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.
- PSYC 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.
- PSYC 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.
- PSYC 760 Neuroscience. (3)** The focus of this course will be on the neural mechanisms that underlie human behavior. Beginning with the premise that all psychological phenomena are rooted in the electro-chemical activity of nervous systems, this course will include an examination of the biological basis of the sensation, cognition, and behavior including the following topics: vision, attention, sensation & perception, brain damage, learning, memory and amnesia, sleep and dreaming, language, emotion, stress, and health. The course will also cover drugs, addiction, and psychopharmacology as it relates to these topics. Discussions will include philosophical, ethical, and methodological issues in neuroscience.

#### APPLIED CORE COURSES (all required)

- PSYC 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.
- PSYC 680 Assessment I. (3)** (Prereqs.: PSYC 620 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.
- PSYC 701 Theories and Techniques of Psychotherapy I. (3)** Part one of an overview of empirically-based perspectives and techniques of psychotherapy. The course covers the basic activities, processes, and theories of psychotherapy and will include various applied experiences. A variety of psychotherapy perspectives will be examined.
- PSYC 702 Theories and Techniques of Psychotherapy II. (3)** (Prereq: PSYC 701) Part two of an overview of empirically-based perspectives and techniques of psychotherapy, building on the skills learned in the first course. This course will emphasize advanced cognitive and behavioral techniques and interventions. Various standards, methods, and interpretations of evidence-based research and practice will be reviewed.
- PSYC 725 Group Therapy and Counseling. (3)** (Prereq.: PSYC 701 and 702). The study of theories of group processes and dynamics, in addition to treatment skills in various group interventions. An additional emphasis will be placed upon intervention for focus groups, covering empirically validated treatment methods. Formal classroom and applied experiences will be included.
- PSYC 780 Assessment II. (3)** (Prereq.: PSYC 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.
- PSYC 790 Practicum In Clinical/Counseling Psychology. (3)** (Prereq.: PSYC 701 and 702; Prereq. or Coreq. PSYC 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.

#### ADVANCED TOPICS (must take at least one course)

- PSYC 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 disor-

ders. Students may repeat PSYC 700, but may not enroll in the same topic twice. Formal classroom and applied experiences will be included.

#### **THESIS (Two semester minimum required)**

**PSYC 798 Thesis Preparation. (1-2)** (Prereq.: PSYC 625 and consent of department). Development and completion of a thesis proposal. Students may repeat this course for a maximum of 2 credit hours toward the degree requirement. Students must continue to enroll in Thesis Preparation for at least one credit until their thesis committee has approved their final thesis proposal. (Pass/Fail grading)

**PSYC 799 Thesis. (1-4)** (Prereq.: PSYC 798 and consent of department). Independent research and thesis defense. Students may repeat this course for a maximum of 4 credit hours toward the degree requirement. Students must complete 4 credit hours of 799 and must be enrolled in 1 credit of 799 every semester during which they are working on their thesis after successfully defending their thesis proposal.

#### **PROFESSIONAL ELECTIVES**

**PSYC 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.

**PSYC 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. (Pass/Fail only)

**PSYC 791 Advanced Psychotherapy Practicum. (1-3)** (Prereq.: PSYC 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.

#### **CERTIFICATION COURSES**

**PSYC 670 Principles of Applied Behavior Analysis. (3)** (Prereq.: Permission of the department). This course provides an overview of Applied Behavior Analysis (ABA) with a focus on its application to special populations. Application to people with special needs of all age, from preschool through adulthood, will be covered. Specific topics include concepts and principles of ABA, behavioral assessment, selection of intervention outcomes, strategies for intervention, experimental evaluation of interventions, and the measurement and interpretation of data. Principles of ethical and professional conduct as applied to ABA interventions will be integrated throughout the course.

**PSYC 770 Behavioral Assessment and Intervention. (3)** (Prereq.: PSYC 670 or permission of the department). This course provides an in-depth coverage of Applied Behavior Analysis (ABA) techniques leading to behavior change. Students will learn to identify and define behaviors for change, to conduct descriptive and functional analysis of maladaptive behaviors, to use single-subject experimental designs to evaluate the effectiveness of interventions, and how to maintain behavioral changes through system supports.

Note: Students will gain applied/clinical experiences through practicum courses and specific applied-core courses. Practicum/course requirements will include at least 700 clock-hours of applied/clinical experiences. Ongoing supervision of these experiences will be conducted by appropriate USC Aiken faculty and, when appropriate, local agency staff and local professionals functioning under the direction of appropriate USC Aiken faculty.

In addition to formal classroom/practicum training, graduate assistantships are available for qualified students. These assistantships are provided in professional settings allowing students the opportunity to gain additional clinical experiences.



# Faculty Listing

---

**Abraham-Settles, Betty**

Instructor, Nursing  
M.S.N., Univ. of Phoenix, 2006

**Abu-Salem, Hani**

Professor, Computer Science  
Ph.D., Illinois Institute of Technology, 1992

**Allen, Gloria**

Instructor, Secondary Education  
Coordinator, Professional Learning  
Ruth Patrick Science Education Center  
M.Ed., Univ. of South Carolina, 1982

**Anna, David J.**

Instructor, Nursing  
M.S.N., Univ. of Texas Health Sciences  
Center, 1977

**Anzuoni, Robert P.**

Adjunct Faculty Member, History  
M.A., Univ. of Massachusetts, 1993

**Ashton, Timothy**

Assistant Professor, Spanish  
Ph.D., Ohio State Univ., 2009

**Ball, L. Julia**

Associate Professor, Gerontological Nursing  
Ph.D., Univ. of South Carolina/  
Medical Univ. of South Carolina, 1997  
*USC Aiken Chair in Neuroscience or Surgical Nursing*

**Banko, Adrienne**

Instructor, Spanish  
M.A., University of South Carolina, 2011

**Beasley, Beth**

Adjunct Faculty Member, School  
Administration  
Ed.S., The Citadel, 1978

**Benjamin, Jack**

Associate Professor, Theatre  
Director of the Etheredge Center  
M.S., East Texas State Univ., 1979

**Beyer, Albin**

Professor, Art  
M.F.A., Univ. of Arizona, 1980  
*Mary D. Toole Chair in Art (2)*

**Beziat, Tara**

Assistant Professor, Educational Psychology  
Ph.D., Kent State University, 2012

**Botsch, Carol S.**

Professor, Political Science  
Ph.D., Univ. of South Carolina, 1988  
*Strom Thurmond Endowed Chair in History or Social and  
Behavioral Sciences (2)*

**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*

**Bowdoin, Natalia T.**

Assistant Professor, Library  
M.L.S., Indiana Univ., 2000, M.A., Univ. of  
Arizona, 1995

**Bravo, Maureen**

Assistant Professor, Maternal-Child Nursing  
D.N.P., Medical College of Georgia, 2009

**Bruzina, David**

Adjunct Faculty Member, English  
Ph.D., Ohio State Univ., 2005

**Burkhalter, Angela**

Adjunct Faculty Member, Education  
Administration  
Ph.D., Univ. of South Carolina, 1995

**Burns, Barbara**

Adjunct Faculty Member, Elementary Education  
M.Ed., Slippery Rock Univ., 1971

**Burns, Corey**

Adjunct Faculty Member, Dance  
M.A., Univ. of South Carolina Aiken, 2005

**Burrus, Thomas B.**

Adjunct Professor, Philosophy  
M.A., Univ. of Houston, 2009

**Butler-Washington, Tammy**

Adjunct Faculty Member, Public Health  
M.S., Univ. of South Carolina, 1997

**Callen, Edward J.**

Professor, Psychology  
Ph.D., Northern Illinois Univ., 1986  
*Strom Thurmond Endowed Chair in History or Social and  
Behavioral Sciences (1)*

**Campbell, Sara L.**

Professor, Nursing Administration  
Ph.D., Indiana Univ., 1997  
*Dean of Nursing Endowed Chair*

**Carlson, Eric**

Assistant Professor, English  
Ph.D., Purdue Univ., 2006

**Carr, Rebecca L.**

Assistant Professor, Nursing  
Ph.D., RN, ACNS-BC, AANP-BC,  
Medical College of Georgia, 1997

**Carrigan, Maureen H.**

Professor, Psychology  
Ph.D., State Univ. of New York -  
Binghamton, 1998  
*Carolina Trustee Professor*

**Chen, Tieling**

Associate Professor, Mathematics and Computer  
Science  
Ph.D., Univ. of Western Ontario, 2001

**Choony, Nando**

Associate Professor, Chemistry  
Ph.D., Univ. of Surrey, UK, 1999

**Clanton-Harpine, Elaine**

Adjunct Faculty Member, Educational  
Psychology/Counseling  
Ph.D., Univ. of Illinois, 1972

**Claxon, William**

Associate Professor, English  
Ph.D., Indiana Univ., 1984

**Coleman, Bridget**

Coordinator, Middle Level Education Program  
and Secondary Mathematics Education Program  
Assistant Professor, Elementary Education  
Ph.D., Univ. of South Carolina, 2004

**Collins, Joy**

Adjunct Faculty Member, Special  
Education  
M.Ed., College of Charleston, 2004

**Collins, Vicki J.**

Senior Instructor, English  
M.A., Col. of Mount St. Joseph, 1988

**Courtney, Kenneth**

Adjunct Faculty Member, Music-Organ  
M.M., Univ. of Southwestern Louisiana,  
1984

**Craps, Jami**

Senior Instructor, Exercise Science  
M.Ed., Univ. of South Carolina, 1995

**Creasy, Jaime**

Instructor, Elementary Education  
M.Ed., Univ. of South Carolina Aiken,  
2005

**Cue, William R.**

Mathematics Specialist,  
Professional Learning  
Ruth Patrick Science Education Center  
B.A., Univ. of South Carolina, 1981

**Cullum, April**

Adjunct Faculty Member, Communicative  
Disorders  
M.C.D., University of South Carolina, 2012

**Dahm, Steven**

Adjunct Faculty Member, Exercise Science  
B.A., Univ. of Buffalo, 1996

**Deal, Roger A.**

Associate Professor, History  
Ph.D., Univ. of Utah, 2006

**DeLaurier, April**

Assistant Professor, Biochemistry  
Ph.D., Univ. College - London, 2003

**Dellinger, Leslie**

Adjunct Faculty Member, Theatre  
M.A., Univ. of South Carolina, 2000

**Dennis, Allen, J.**

Professor, Geology  
Ph.D., Univ. of South Carolina, 1989  
*SCANA Chair in Physical Sciences  
Carolina Trustee Professor*

**DePriest, Adam**

Adjunct Faculty Member, Music-Strings  
M.M., Univ. of South Carolina, 2012

**DeWitt, Christopher**

Professor, Exercise Science  
Ph.D., Oakland Univ., 1995

**Dillard-Wright, David**

Associate Professor, Philosophy  
Ph.D., Drew Univ., 2007

**Downs, Carmen**

Adjunct Faculty Member, Special  
Education  
M.Ed., Augusta State Univ., 1988

**Drew, Bramlett**

Adjunct Faculty Member, School  
Psychology  
Ed.S., The Citadel, 2006

- Dupee, Don**  
Adjunct Faculty Member, Music-Organ  
M.M.E., Univ. of South Carolina, 1980
- Durán, Víctor Manuel**  
Professor, Spanish  
Ph.D., Univ. of Missouri Columbia, 1988
- Duvall, Spring-Serenity**  
Assistant Professor, Communications  
Ph.D., Indiana Univ., 2010
- Dwyer-Ryan, Meagan**  
Assistant Professor, History  
vPh.D., Boston College, 2010
- Dyer, Andrew R.**  
Associate Professor, Biology  
Ph.D., Univ. of California Davis, 1996  
*Washington Group Endowed Chair in Sciences or Mathematical Sciences*
- Edgington, Karen B.**  
Instructor, Business  
M.B.A., Univ. of Phoenix - Denver, 1997
- Eller, Christina H.**  
Assistant Professor, Library Science  
M.L.S., U.N.C. - Chapel Hill, 2004
- Ellison, Anne**  
Assistant Professor, Psychology  
Ed.D., Northern Arizona Univ., 1980
- Elliott, John**  
Associate Professor, Art History  
Ph.D., Florida State Univ., 1986
- Elliott, Peggy O'Neal**  
Senior Instructor, Communications  
M.A.J.C., Univ. of Florida, 1978
- Elzy, Meredith**  
Assistant Professor, Psychology  
Ph.D., Univ. of South Florida, 2013
- English, Alecia**  
Adjunct Professor, Chemistry  
M.S., Brigham Young Univ., 2007
- Fadimba, Koffi B.**  
Associate Professor, Mathematics  
Ph.D., Univ. of South Carolina, 1993
- Fetterolf, Monty L.**  
Professor, Chemistry  
Ph.D., U.C. - Santa Barbara, 1987
- Fornes, Karl F.**  
Senior Instructor, English  
M.A., Univ. of Dayton, 1992
- Fowler, Michael**  
Professor, Graphic Design  
Ed.D., Univ. of Memphis, 1996  
*Mary D. Toole Chair in Art (1)*
- Frost, Mike**  
Adjunct Faculty Member, Music-Guitar  
Professional Musician
- Gelinas, Patrick**  
Instructor, Exercise Science  
M.S., Univ. of Colorado, 2002
- Georgian, Elizabeth A.**  
Assistant Professor, History  
Ph.D., Univ. of Delaware, 2011
- Geyer, Andrew**  
Associate Professor, English  
Ph.D., Texas Tech Univ., 2003  
*Bridgestone Chair in English*
- Gibbons, J. Whitfield**  
Adjunct Faculty Member, Zoology  
Ph.D., Michigan State Univ., 1967
- Glaeser, John**  
Adjunct Faculty Member, Music-French Horn  
M.M., Univ. of South Carolina, 2012
- Glenn, Susan**  
Instructor, Chemistry  
Ph.D., Univ. of South Carolina, 2001
- Gollan, Siera**  
Instructor, Health Policy  
M.S.N., RN, University of Maryland, 2000
- Gonzalez, Cynthia**  
Senior Instructor, Mathematics  
M.S., Univ. of Charleston, 1993
- Gore, DeAnna L.**  
Assistant Professor, Sociology  
Ph.D., Florida State Univ., 2010
- Hailat, Mohammad Q.**  
Professor, Mathematics  
Ph.D., Univ. of Michigan, 1983
- Hamilton, Anna**  
Adjunct Faculty Member, Music-Piano  
D.M.A., Univ. of South Carolina, 2012
- Hampton, Jill**  
Associate Professor, English  
Ph.D., Southern Illinois Univ. - Carbondale, 1999
- Han, Bing**  
Assistant Professor, Communications  
Ph.D., Univ. of Maryland, 2008
- Hancock, C. Nathan**  
Assistant Professor, Biology  
Ph.D., Univ. of Missouri - Columbia, 2005
- Hanlin, Hugh G.**  
Professor, Biology  
Ph.D., Oregon State Univ., 1980
- Hanson, Kathleen**  
Assistant Professor, Special Education  
Ph.D., Univ. of Michigan, 2007
- Harmon, S. Michele**  
Associate 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., CPA, CMA,  
Virginia Polytechnic Institute  
and State Univ., 1998  
*School of Business Administration Chair in Global Business*
- Haslam, Diane**  
Adjunct Faculty Member, Music-Voice  
Graduate Diploma, Royal Northern College of Music, 1979
- Hauer, Kathryn**  
Adjunct Faculty Member, English  
M.A., College of William and Mary, 1985
- Havens, Robyn**  
Instructor, Community Health Nursing  
M.S., RN, Wright State University, 1988
- Heiens, III, Richard A.**  
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.**  
Instructor, History  
M.A., Univ. of South Carolina, 1974
- Henderson, Matt**  
Adjunct Faculty Member, Music-Low Brass  
M.M., Lynn Univ. Conservatory of Music, 2007
- Hewitt, Steven**  
Adjunct Faculty Member, Art-Ceramics  
B.F.A., Univ. of South Carolina, 1977
- Hiers, Sally**  
Adjunct Faculty Member, Elementary Education  
M.Ed., Univ. of South Carolina, 1980
- Higbee, Douglas**  
Associate Professor, English  
Ph.D., Univ. of California - Irvine, 2006
- Holley, Ann**  
Senior Instructor, Reading Education  
M.Ed., Univ. of South Carolina, 1975
- Horne, Brandy R.**  
Assistant Professor, Library  
M.L.I.S., Valdosta State University, 2010
- Humphrey, Teresa Kay**  
Adjunct Faculty Member, Communications  
M.A., San Diego State Univ., 1980
- Hutto, Jack**  
Adjunct Faculty Member, Creative Arts in Curriculum  
M.Ed., Lesley Univ., 2000
- Ilukor, Paul**  
Instructor, Mathematics  
M.S., Clemson Univ., 2009
- Ivey, Mary-Catherine**  
Adjunct Professor, Exercise & Sports Science  
B.S., Univ. of South Carolina Aiken, 2008
- Jackson, Jr., William H.**  
Associate Professor, Biology  
Ph.D., Medical College of Georgia, 1995
- Jaspers, David G.**  
Senior Instructor, Mathematics  
M.S., Univ. of South Carolina, 1984
- Jennings, Heather**  
Instructor, Adult Nursing  
M.S.N., Medical College of Georgia, 2008
- Johnson, Gwen**  
Instructor, Secondary Mathematics  
Ph.D., Univ. of South Carolina, 2009
- Johnson, Melencia**  
Assistant Prof., Sociology  
Ph.D., Southern Illinois Univ., Carbondale, 2010
- Johnson-Porter, Phyllis**  
Adjunct Faculty Member, Music  
Ed.D., Clark Atlanta Univ., 2009
- Jones, Clifton T.**  
Professor, Economics  
Ph.D., Texas A & M Univ., 1985  
*Mr. & Mrs. Phinzy Timmerman Chair in Enterprise Development*

- Kapranidis, Stelios**  
Assoc. Prof., Math/Comp. Sci./Physics  
Ph.D., Univ. of Washington, 1981
- Karn-Carmichael, Kathy J.**  
Instructor, Library  
M.L.S., Indiana Univ.-Purdue Univ.  
Indianapolis, 2010
- Kiesling, William**  
Adjunct Faculty Member, Secondary  
Education  
M.Ed., Univ. of South Carolina, 1979
- Kirkland, Alice**  
Adjunct Faculty Member, Secondary  
Education  
M.Ed., Univ. of South Carolina, 1975
- Koo, Reginald**  
Professor, Mathematics  
Ph.D., Univ. of South Carolina, 1985
- Kronberg, Susan**  
Instructor, Nursing  
M.S.N., Univ. of South Carolina, 1987
- Kuck, Douglas**  
Associate Professor, Sociology/Crim. Justice  
Ph.D., Bowling Green State Univ., 1993
- Law, Ilona I.**  
Senior Instructor, English  
M.A., New York Univ., 1974
- Lawrence, Kay**  
Instructor, Family Health  
M.S.N., RN, University of Tennessee, 1983
- Leach, Robert T.**  
Professor, Finance  
Ph.D., Kent State Univ., 1997
- Leopard, Meredith**  
Adjunct Faculty Member--Art Education  
M.A.T., Lander University, 2004
- Leverette, Chad L.**  
Professor, Chemistry  
Director, Honors Program  
Ph.D., Univ. of Georgia, 2000
- Lewellyn, Patsy G.**  
Assistant Professor, Accounting  
Ph.D., CPA, Louisiana Tech University, 1987
- Lewis, David**  
Adjunct Faculty Member, Educational  
Psychology/Counseling  
M.A., Tennessee Technological Univ., 1978
- Li, Rao**  
Professor, Computer Science  
Ph.D., Univ. of Memphis, 1999  
*Bridgestone/Firestone S.C. Endowed Professorship in  
Mathematics and Computer Science*
- Li, Zhenheng**  
Associate Professor, Mathematics and  
Computer Science  
Ph.D., Univ. of Western Ontario, 2001
- Lintner, Tim**  
Coordinator, Secondary Social Studies  
Education Program  
Associate Professor, Social Sciences and  
Comparative Education  
Ph.D., Univ. of California - Los Angeles, 1998
- Long, Vicki E.**  
Assistant Professor, Maternal-Child Health/  
Midwifery  
D.N.P., The Catholic Univ. of America, 2010
- Longley, Paul C.**  
Associate Professor, Design and  
Technical Director  
M.F.A., Univ. of Arkansas, 2000  
*Thomas F. Maurice Chair in Fine Arts*
- Losey, Mary**  
Adjunct Faculty Member, Music-Piano  
M.A., Univ. of Michigan, 1978
- Mack, S. Thomas**  
Professor, English  
Ph.D., Lehigh Univ., 1976  
*Carolina Trustee Professor  
G.L. Toole Chair in English*
- Maltz, Richard**  
Professor, Music - Composition/Theory  
D.M.A., Univ. of South Carolina, 1991  
*Pauline F. O'Connell Chair in Fine Arts (1)*
- Manoly, Bruce**  
Senior Instructor, Mathematics  
M.S., California State Polytechnic Univ., 1982
- Martin, Deidre M.**  
Teaching Associate, Communications  
Ed.D., Univ. of South Carolina, 1995
- Mason, Philip B.**  
Assistant Professor, Sociology  
Ph.D., Mississippi State Univ., 2012
- May, Laura N.**  
Associate Professor, Psychology  
Ph.D., Univ. of Tennessee, 2002
- May, Michael D.**  
Associate Professor, Engineering/Math.  
M.S., U.S. Naval Postgrad. School, 1970
- McClellan, Sally**  
Coordinator, Early Childhood Education  
Program  
Associate Professor, Early Childhood  
Ph.D., Univ. of South Carolina, 1992
- McCullough, Erin**  
Adjunct Professor, Political Science  
M.A., Loyola Univ. - Chicago, 2012
- McClure, Timothy**  
Assistant Professor Ph.D., Mississippi State  
Univ., 2013
- McDonough, Jo Ellen**  
Assistant Professor, Community and  
Psychiatric Nursing  
Ph.D., Univ. of South Carolina, 2003
- McGahee, Thayer**  
Associate Professor, Nursing  
Ph.D., Medical College of Georgia, 1998  
*Ione Wells Hanly/Bank of America Chair in Nursing*
- McGrath, Leanne C.**  
Professor, Management  
Ph.D., Univ. of South Carolina, 1983  
*John M. Olin  
Palmetto Professorship in Entrepreneurial Development*
- McClure, Timothy E.**  
Instructor, Sociology, MS Eastern Kentucky  
Univ. 2006
- McMurtrie, Deborah**  
Adjunct Faculty Member, Elementary  
Education  
M.Ed., Univ. of South Carolina Aiken, 1996
- Meccia, Lauren**  
Instructor, Music - Instrumental  
M.M., Univ. of South Carolina, 2007
- Miller, Matthew**  
Associate Professor, English  
Writing Assessment Director  
Ph.D., Univ. of South Carolina, 2005
- Miller, Neil**  
Senior Instructor, Physics  
M.S., Clemson Univ., 1993
- Millies, Steven P.**  
Associate Professor, Political Science  
Ph.D., Catholic Univ. of America, 2003
- Mills, Gary**  
Adjunct Faculty Member, Chemistry  
Ph.D., Univ. of Rhode Island, 1981
- Muga, Stephanie J.**  
Instructor, Biology  
Ph.D., Univ. of Texas - Austin, 1995
- Narayanawamy, Ravi**  
Assistant Professor, Management Information  
Systems  
Ph.D., Clemson Univ., 2009
- Newsom, Paul**  
Assistant Professor, Finance  
Ph.D., Univ. of Arkansas, 2003
- O'Banner, Peggy**  
Adjunct Faculty Member, Early Childhood  
M.Ed., Univ. of South Carolina, 1987
- O'Dell, Norris L.**  
Adjunct Faculty Member, Biology  
Ph.D., Medical College of Georgia, 1972  
D.M.D., Medical College of Georgia, 1975
- Odell, Kelly**  
Adjunct Faculty Member, Music-Woodwinds  
M.M., Univ. of Massachusetts - Amherst, 1990
- Overstreet, Janice**  
Instructor, Statistics  
M.S., Univ. of South Carolina, 1990
- Padgett, Mila**  
Adjunct Faculty Member, Exercise Science  
M.S., Univ. of Southern Mississippi, 1995
- Parr, Brian**  
Associate Professor, Exercise Science  
Ph.D., Univ. of Tennessee, 2001
- Perella, William**  
Adjunct Faculty Member, Chemistry  
B.S., Univ. of South Carolina Aiken, 2000
- Peterson, Heather**  
Assistant Professor, History  
Ph.D., Univ. of Texas at Austin, 2009
- Petrie, Michelle A.**  
Assistant Professor, Sociology  
Ph.D., Univ. of Georgia - Athens, 2004
- Phillips, Charles**  
Coordinator, Aiken Elementary Education  
Program at USC Salkehatchie  
Lecturer, Education Administration  
Ed.S., The Citadel, 1981
- Pierce, Keith**  
Adjunct Faculty Member, Art-Video  
M.S., Univ. of South Carolina, 2010
- Pierce, Samuel**  
Assistant Professor, History  
Ph.D., Univ. of Florida, 2007
- Pirkle, William A.**  
Professor, Geology  
Ph.D., Univ. of North Carolina, 1972

- Pompey, Joyce**  
Assistant Professor, Adult Nursing  
D.N.P., Univ. of South Carolina, 2008
- Poplin, Anne**  
Adjunct Faculty Member, English Education  
M.A.T., Univ. of South Carolina, 2002
- Porca, Sanela**  
Professor, Economics  
Ph.D., Univ. of Tennessee, 2002
- Priest, Jeffrey M.**  
Coordinator, Secondary Science Education Program  
Professor, Biology  
Ph.D., Southern Illinois Univ., 1986  
*Bridgestone/Firestone S.C. Professorship in Education or Social and Behavioral Sciences*
- Puryear, Arlene**  
Assistant Professor, Classroom Environments  
D.Sc., Curtin Univ., 2003
- Quaynor, Laura**  
Assistant Professor, Educational Studies  
Ph.D., Emory Univ., 2012
- Ramsey, David**  
Instructor, Mathematics  
M.A., State Univ. of New York at Stonybrook, 1996
- Reckart, Ward**  
Adjunct Professor, Clinical Exercise Physiology  
M.S., East Stroudsburg Univ., 2006
- Reckendorf, Alexandra**  
Adjunct Professor, Political Science  
Ph.D. (candidate), of South Carolina
- Redd, Ann**  
Adjunct Faculty Member, Music  
M.M., Converse College, 2002
- Reid, Thomas F.**  
Assistant Professor, Mathematics  
Ph.D., Univ. of North Carolina, 1997
- Regelski, Jenifer**  
Assistant Professor, Education  
Ed.E., Wilmington University, 2013
- Reinhart, Bradley D.**  
Laboratory Manager/Instructor, Biology  
M.S., Univ. of Georgia, 2003
- Retzlaff, Brian**  
Adjunct Faculty Member, Music-Bass  
M.M., Univ. of South Carolina, 2009
- Rhodes, Lynne A.**  
Professor, English  
Ph.D., Univ. of South Carolina, 1996
- Rideout, Ed**  
Adjunct Faculty, Speech Communication  
M.A., Point Park Univ., 1990
- Riley, Melissa**  
Adjunct Faculty Member, Educational Psychology  
Ph.D., Univ. of South Carolina, 2001
- Ritchie, C. Michael**  
Professor, Management  
Ph.D., Univ. of South Carolina, 1993
- Robertson, Sharon**  
Adjunct Faculty Member, Elementary Education  
M.Ed., Univ. of South Carolina, 1987
- Robinson, Marian**  
Adjunct Faculty Member, Exercise Science  
B.S., Geneva College, 1959
- Rodriguez, Linda C.**  
Assistant Professor, Management  
Ph.D., Univ. of Texas - Pan American, 2008
- Rowe, Gerard**  
Assistant Professor, Chemistry  
Ph.D., Boston Univ., 2008
- Rudnick, Irene K.**  
Adjunct Faculty Member, Law  
LL.B., Univ. of South Carolina, 1952
- Ruszczak, Ronald J.**  
Instructor, Chemistry  
Adjunct Faculty Member, Exercise Science  
Ph.D., S.U.N.Y. - Buffalo, 1985
- Rutlin, Nicola**  
Instructor, French  
University of Strathclyde, Glasgow, UK, 2005
- Saine, Jim**  
Adjunct Faculty Member, English  
M.A., Univ. of North Carolina - Chapel Hill, 1975
- Schweder, Windy**  
Coordinator, Special Education Program and Teacher Cadets  
Associate Professor, Special Education  
Ph.D., Univ. of South Carolina, 2004
- Scott-Wiley, Debra**  
Associate Professor, Theatre  
M.F.A., Univ. of South Carolina, 1994  
*Pauline F. O'Connell Chair in Fine Arts (2)*
- Scraper, Joel**  
Coordinator, Music Education Program  
Associate Professor, Music - Choral  
D.M.A., Univ. of Missouri - Kansas City, 2006
- Secret, Lori**  
Adjunct Faculty Member--Education  
M.S., University of South Carolina, 1997
- Seeger, Roy**  
Instructor, English  
M.A., Ohio Univ., 2000; M.F.A., Western Michigan Univ., 2005
- Senn, Amanda**  
Adjunct Faculty Member, Science Education  
M.S., Florida Inst. of Technology, 1984
- Senn, Gary J.**  
Director, Ruth Patrick Science Education Center  
Associate Professor, Science Education  
Ph.D., Florida Inst. of Technology, 1992
- Shervette, Virginia R.**  
Assistant Professor, Wildlife and Fisheries Sciences  
Ph.D., Texas A&M Univ., 2006
- Simmons, Lisa**  
Instructor, Child Health Nursing  
M.S.N., Univ. of Alabama, 1988
- Sloan, Steven**  
Adjunct Faculty Member, Music-Classical Guitar  
M.M., Univ. of South Carolina, 2009
- Smith, Garriet W.**  
Professor, Biology  
Ph.D., Clemson Univ., 1981  
*Washington Savannah River Company Endowed Chair in Sciences*
- Smith, Gregory White**  
Adjunct Faculty Member, English  
A.B., Colby College, 1973
- Smith, Kathleen Kalpin**  
Associate Professor, English  
Ph.D., Univ. of California - Davis, 2005
- Smyth, Thomas**  
Coordinator, M.Ed. in Educational Technology Program and Secondary English Education Program  
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.**  
Psychology Graduate Program Director  
Associate Professor, Psychology  
Ph.D., State Univ. of New York - Binghamton, 2002
- Stango, Craig**  
Instructor, Spanish  
M.A., Illinois State Univ., 1980  
M.B.A., Univ. of Illinois - Chicago, 1984
- Steen, Pam**  
Adjunct Faculty Member, Biology  
Ph.D., Medical College of Georgia, 2008
- Steinhaus, Ralph K.**  
Instructor, Chemistry  
Ph.D., Purdue Univ., 1966
- Stenger, Karl L.**  
Associate Professor, German  
Ph.D., Ohio State Univ., 1984
- Stowe, Randy**  
Adjunct Faculty Member, Educational Psychology  
Ph.D., Univ. of Georgia, 1988
- Strong, Willie**  
Adjunct Faculty Member, Music-Musicology  
Ph.D., Univ. of California - Los Angeles, 1994
- Sue-Ling, Carolyn B.**  
Instructor, Nursing  
M.S.N., M.P.A., Brenau Univ., 2011
- Swain, Laura**  
Assistant Professor, Psychology  
Ph.D., Univ. of South Carolina - Columbia, 2008
- Syms, Frank H.**  
Adjunct Faculty Member, Geology  
Ph.D., Univ. of South Carolina, 2002
- Taylor, Ann Marie**  
Adjunct Faculty Member, Education  
M.A.T., Francis Marion University, 2001
- Tritt, Deborah**  
Assistant Professor, Library  
M.L.I.S., Univ. of Southern Carolina, 2006,  
M.S.I.T., Nova Southeastern Univ., 2010

- Tuten, Jane H.**  
Director, Library  
Associate Professor, Library Science  
M.L.S., Pratt Institute, 1975
- Tyler, Vernelle**  
Associate Professor, Elementary Education  
Ph.D., Univ. of South Carolina, 1993
- Van Pelt, Robert**  
Adjunct Faculty Member, Geology  
Ph.D., City Univ. of New York, 1990
- Vanderberg, Michelle**  
Instructor, K-8 Education  
M.A.T., Chapman Univ., 2002
- Vieyra, Michelle L.**  
Associate Professor, Biology  
Ph.D., Univ. of South Carolina, 2006
- Wallace, Jeffrey Bruce**  
Adjunct Faculty Member, Communications  
B.A., Univ. of South Carolina, 1970
- Wang, Linda Qingling**  
Associate Professor, Geography  
Ph.D., Univ. of Wisconsin Madison, 1997
- Warren, Amanda**  
Adjunct Faculty Member, English  
Ph.D., Western Michigan Univ, 2006
- Weaver, Kari D.**  
Assistant Professor, Library  
M.L.I.S., Univ. of Rhode Island, 2008
- Webb, Elizabeth M.**  
Instructor, Speech Communication  
M.A., Univ. of Kentucky, 2005
- Weed, Keri A.**  
Professor, Psychology  
Ph.D., Notre Dame, 1984  
*Carolina Trustee Professor*
- Wernet, Christine**  
Associate Professor, Sociology  
Ph.D., Univ. of Akron, 2000
- Widenhofer, Marc**  
Adjunct Faculty Member, Music-Percussion, Technology  
M.M., Univ. of Northern Colorado, 2011
- Willoughby, Karin L.**  
Senior Instructor, Geology  
M.S., Virginia Polytechnic Inst., 1975
- Wilson, Charmaine E.**  
Professor, Communications  
Ph.D., Univ. of Washington, 1986
- Wilson, Troy M.**  
Assistant Professor, Anthropology  
Ph.D., Washington State Univ., 2011
- Wise, Julie M.**  
Assistant Professor, English  
Ph.D., Indiana Univ., 2008
- Wood, Thomas J.**  
Assistant Professor, Political Science  
Ph.D., Tufts Univ., 2005
- Workman, Josh**  
Adjunct Faculty Member, Music-Trumpet  
M.M., Florida State Univ., 2005
- Wyatt, Douglas E.**  
Adjunct Faculty Member, Geology  
Ph.D., Univ. of South Carolina, 1995
- Xie, Frank**  
Assistant Professor, Marketing  
Ph.D., Georgia State Univ., 2003
- Zelmer, Derek A.**  
Associate Professor, Biology  
Ph.D., Wake Forest Univ., 1998
- Zhang, Yilian**  
Associate Professor, Mathematics and  
Computer Science  
Ph.D., Univ. of Rochester, 2004

# Professors Emeriti

---

**Alexander, Robert E.**

Distinguished Chancellor Emeritus and  
Distinguished Professor Emeritus  
of Education  
Ed.D., Univ. of South Carolina, 1977

**Beth, Jr., John L.**

Professor Emeritus  
Anthropology  
Ph.D., Univ. Interamericana, 1971

**Blount, J. Donald**

Distinguished Professor Emeritus  
English  
Ph.D., Univ. of South Carolina, 1973

**Boyd, Thomas L.**

Distinguished Professor Emeritus  
Psychology  
Ph.D., Binghamton University, 1978

**Brockington, Jr., William S.**

Distinguished Professor Emeritus  
History  
Ph.D., Univ. of South Carolina, 1975

**Chubon, Sandra J.**

Professor Emerita  
Community Health Nursing  
Ph.D., Univ. of South Carolina, 1986

**Cook, Patricia R.**

Distinguished Professor Emerita  
Adult Nursing  
Ph.D., Univ. of South Carolina, 1995

**Cordahi, Ruth H.**

Professor Emerita  
Educational Psychology  
Ph.D., Univ. of Oklahoma, 1974

**Cubbedge, Frankie**

Dean Emerita of the Library and  
Distinguished Professor Emerita  
M.S.L.S., U.N.C. – Chapel Hill, 1969

**Cullen, Janice**

Professor Emerita  
Adult Nursing  
Ed.D., Univ. of South Carolina, 1994

**Davidson, Phebe E.**

Distinguished Professor Emerita  
English  
Ph.D., Rutgers Univ., 1991  
*Carolina Trustee Professor*

**Dorsey, Maggie T.**

Professor Emerita  
Adult Nursing  
Ed.D., Georgia Southern University, 2005

**Farmer, James O.**

Distinguished Professor Emeritus  
History  
Ph.D., Univ. of South Carolina, 1982

**Farr-Weinstein, Phyllis R.**

Professor Emerita  
Adult Nursing  
M.S.N., Medical College of Georgia, 1984

**Gramling, Lou**

Distinguished Professor Emerita  
Psychiatric Nursing  
Ph.D., Medical College of Georgia, 1991

**Groves, Trudy G.**

Distinguished Professor Emerita  
Gerontological Nursing  
Ed.D., Univ. of Georgia, 1985

**Gurr, Henry S.**

Distinguished Professor Emeritus  
Physics  
Ph.D., Case Western Reserve, 1966

**Harm, O. Joseph**

Distinguished Professor Emeritus Psychology  
Ph.D., Vanderbilt Univ., 1975

**Henson, Trudy K.**

Distinguished Professor Emerita  
Sociology  
Ph.D., Bowling Green State Univ., 1978

**Hoche, Sandra**

Distinguished Professor Emerita  
Communications  
Ph.D., Purdue University, 1973

**House, William J.**

Distinguished Professor Emeritus  
Joint Appointment, Psychology/Music/Clarinet  
Ph.D., Univ. of South Carolina, 1974  
B.M., North Texas State Univ., 1968  
**Huston, III, Frederick P.**

Professor Emeritus  
Computer Science  
M.A., Emory Univ., 1972

**Johnson, Barbara E.**

Distinguished Professor Emerita  
Sociology  
Ph.D., Ohio State Univ., 1985

**Johnston, Linda**

Distinguished Professor Emerita  
Adult Nursing  
Ph.D., Medical College of Georgia, 1993

**Kauffman, James F.**

Distinguished Professor Emeritus  
Education  
Ph.D., Univ. of Denver, 1971

**Key, Janie H.**

Professor Emerita  
Mathematics/Computer Science  
M.S., Univ. of South Carolina, 1985  
M.S., Vanderbilt Univ., 1971

**King, Stephen C.**

Professor Emeritus  
Mathematics  
Ph.D., Yale Univ., 1978

**Lacy, Elaine**

Distinguished Professor Emerita  
History  
Ph.D., Arizona State Univ., 1991

**Lee, Ann Adele**

Distinguished Professor Emerita  
Spanish/English  
Ph.D., Univ. of South Carolina, 1978

**Levine, Stanley F.**

Professor Emeritus  
French/Latin/Yiddish  
Ph.D., Stanford Univ., 1984

**Lisk, John**

Professor Emeritus  
Health & Phys. Education  
Ph.D., Texas A. & M. Univ., 1980

**Lorch, Sue**

Distinguished Professor Emerita  
English  
Ph.D., Univ. of Louisville, 1976

**Lumans, Valdis O.**

Distinguished Professor Emeritus  
History  
Ph.D., U.N.C. – Chapel Hill, 1979  
*Carolina Trustee Professor*

**Marsh, William H.**

Distinguished Professor Emeritus  
Finance  
Ph.D., Univ. of South Carolina, 1978

**Miller, Daniel**

Professor Emeritus  
English  
Ph.D., Univ. of Massachusetts, 1970

**Mitcham, Donald W.**

Distinguished Professor Emeritus  
Management  
D.B.A., Georgia State Univ., 1974

**Mura, Parivash**

Professor Emerita  
Maternal Child Nursing  
M.S.N., Medical College of Georgia, 1973

**Negash, Girma**

Distinguished Professor Emeritus  
Political Science  
Ph.D., Univ. of Colorado, 1982

**Owens, Linda C.**

Professor Emerita  
Communications  
M.A., Univ. of South Carolina, 1982

**Ozment, Suzanne**

Distinguished Professor Emerita  
English  
Ph.D., U.N.C. - Greensboro, 1982

**Pariyadath, Kutty**

Professor Emeritus  
Chemistry  
Ph.D., S.U.N.Y – Stony Brook, 1977

**Phillips, Robert G.**

Distinguished Professor Emeritus  
Mathematics  
Ph.D., U.C.L.A., 1968

**Premo-Hopkins, Blanche**

Professor Emerita  
Philosophy  
Ph.D., Marquette Univ., 1974

**Rich, J. Stanley**

Distinguished Professor Emeritus  
English  
Ph.D., Univ. of Alabama, 1979

# Professors Emeriti

---

**Riedell, Margaret**

Distinguished Professor Emerita  
Reading Education  
Ph.D., Univ. of South Carolina, 1979

**Roy, Emil**

Distinguished Professor Emeritus  
English  
Ph.D., Univ. of Southern California, 1961

**Shealy, Jr., Harry E.**

Professor, Biology  
Ph.D., Univ. of South Carolina, 1972

**Shelburn, Marsha R.**

Distinguished Professor Emerita  
Economics  
Ph.D., U.N.C. – Chapel Hill, 1980

**Shelburn, William L.**

Professor Emeritus  
Marketing  
M.B.A., James Madison Univ., 1974

**Skrupskelis, Audrey**

Professor Emerita  
Elementary/Early Childhood Education  
Ph.D., Univ. of South Carolina, 1989

**Smith, W. Calvin**

Distinguished Professor Emeritus  
History  
Ph.D., U.N.C. – Chapel Hill, 1971

**Spooner, John D.**

Distinguished Professor Emeritus  
Biology  
Ph.D., Univ. of Florida, 1964

**Van Alstyne, Arthur J.**

Professor Emeritus  
Geography  
Ph.D., Univ. of Pittsburgh, 1967

**Vyas, Niren M.**

Distinguished Professor Emeritus Marketing  
Ph.D., Univ. of South Carolina, 1981

**Weinstein, Raymond M.**

Distinguished Professor Emeritus  
Sociology  
Ph.D., U.C.L.A., 1968

**Westbrook, John B.**

Distinguished Professor Emeritus  
Biology  
Ph.D., Univ. of Georgia, 1972

**Yates, James R.**

Professor Emeritus  
Biology  
Ph.D., S.U.N.Y. – Albany, 1988

# Index

Digital Readers: Click on Index entry page number to jump to page

Academic:	
advisement, undergraduate.....	15, 31
advisement, graduate.....	164, 170
Assessment.....	42
common market.....	10
discipline.....	17
Forgiveness.....	41
programs.....	45
regulations.....	28, 164, 170
Success Center.....	12
Support course descriptions.....	93
Accounting.....	126
Accreditation.....	2
Administration, University.....	4
Admission.....	6
BSN Completion Track.....	159
BSN Generic Track.....	157
Exercise and Sports Science program.....	107
Graduate program in Applied Clinical Psychology.....	169
Graduate program in Educational Technology.....	163
International students.....	8
Non-degree students.....	8
Professional Business Administration program.....	124
Professional Educational program.....	134
Teacher Certification program.....	132
Advanced placement.....	9
BSN Completion Track.....	159
BSN Generic Track.....	157
challenge exam/credit by examination.....	37
College Level Examination Program (CLEP).....	10, 37
Languages, Literatures and Cultures.....	19, 61
Allied Health Concentration.....	108, 109
Allied Health professions.....	122
Americans with Disabilities Act (ADA).....	17, 157, 159
Anthropology and Human Geography, minor.....	76
AP Examinations.....	9
Applied Clinical Psychology, Master of Science Degree in.....	169
Applied Speech Communication requirement.....	52
Applied Writing Courses.....	57
Art.....	83
Art history course descriptions.....	84
Art history, minor.....	83
Art studio course descriptions.....	84
Assessment, academic.....	42
Astronomy.....	106
Athletics.....	12
Attendance policy.....	118
Dept. of Psychology.....	113
Dept. of Sociology.....	74
Auditing:	
admission.....	9
courses.....	32
Bachelor of Interdisciplinary Studies.....	46
Banksia.....	2
Basic Sciences Concentration.....	108, 109
Biology.....	94
cognate.....	96, 99
minor.....	96, 99
Biology and Geology, Dept. of.....	95
Board of Publications.....	12
Bookstore.....	15
Broken Ink.....	12, 54
BSN program.....	156
Business, minor.....	125
Business Administration, School of.....	123
Campus Dining.....	15
Cancelled classes.....	34
Career Services.....	13
Challenge exams.....	37
Change of campus.....	7
Chemistry.....	104-107, 145
Chemistry and Physics, Dept. of.....	104
Chemistry, minor.....	105
Children's Center.....	4, 20
Citizenship Verification.....	9
Classification of students.....	40
Cognate.....	44
College Board Advanced Placement (AP) examinations.....	9
College of Humanities and Social Sciences.....	50
College of Sciences.....	94
College Level Examination Program (CLEP).....	10, 37
Communications.....	52
Communications, Dept. of.....	50
Communications, minor.....	52
Computer Services Division.....	3
Computer Science course descriptions.....	114
Computer Science, minor.....	114
Concurrent:	
admission.....	8
enrollment.....	33
Conduct policy.....	17
Confidentiality of Student Records.....	39
Continuing Education.....	47
Counseling Center.....	13
Course:	
grade forgiveness.....	32
load (graduate).....	165, 170
load (Maymester and Summer sessions).....	31
load (undergraduate).....	31
overload.....	31
repetition of.....	32
substitutions.....	34
substitutions for students with disabilities.....	33
Creative Writing, minor.....	57
Credit, by examination:	
graduate.....	165, 170
undergraduate.....	10, 37
Credit granted for military experience.....	10
Credit, transfer, see Transfer credit.....	
Criminal Justice course descriptions.....	77
Criminology and Criminal Justice, minor.....	76
Critical Inquiry Course Description.....	93
Curriculum Laboratory.....	132
Davidson, Phebe Creative Writing Prize.....	54
Day care.....	4, 17
Degree Works.....	31
Degree requirements:	
Master of Education in Educational Technology.....	166
Master of Science in Applied Clinical Psychology.....	170
undergraduate.....	45
Degrees offered:	
baccalaureate programs.....	43
graduate programs.....	43
Department of:	
Biology and Geology.....	95
Chemistry and Physics.....	104
Communications.....	50



English .....	54	Health Requirements .....	9, 158
Exercise and Sports Science .....	107	History .....	76, 70
History, Political Science, and Philosophy .....	66	minor .....	67
Languages, Literatures and Cultures .....	61	of USCA .....	2
Mathematical Sciences .....	111	History, Political Science, and Philosophy, Dept. of .....	66
Psychology .....	117	Honors:	
Sociology .....	74	academic .....	41
Visual and Performing Arts .....	79	Program .....	45
Dining Services .....	15	Psychology majors .....	120
Directory Information Definition .....	39	Housing .....	16, 20
Disability Services .....	13	Human Services .....	93
enrollment certification .....	39	Humanities .....	93
financial aid .....	14	Humanities and Social Sciences, College of .....	50
Discipline, academic .....	17	Humanities General Education Requirement courses .....	29
Distance Education: USCA .....	47	ID Cards .....	16
Double Major .....	42	Immunizations .....	9, 158
Early admission .....	9	In-Residence Requirement .....	42
Early Childhood Education .....	137	Independent study courses .....	32, 50
Economics .....	128	Industrial Mathematics .....	113
Education, School of .....	131	Instructional Services .....	3
Educational Technology, Master of Education Degree in .....	163	Intercultural Programs, Office of .....	14
Electives .....	44	International Baccalaureate Policy .....	10
Elementary Education:		Inter-Curricular Enrichment (ICE) Program .....	43
undergraduate program .....	133	International Programs, Office of .....	47
Engineering .....	110	International Relations, minor .....	69
English .....	58	International student admission .....	8
English, Dept. of .....	54	International Studies, minor .....	69
Enrollment certification .....	39	Internships, Dept. of English .....	54
Entitlements .....	23	Intramurals .....	12
Entrepreneurship and Technology, O'Connell Center for (OCET) .....	3	Italian .....	63
Etheredge Center .....	3	James and Mary Oswald Distinguished Writers Series .....	54
Evening Program, School of Business Administration .....	124	Kaplan Writing Award .....	54
Exercise and Sports Science .....	109	Language Learning Center .....	14, 61
Exercise and Sports Science, Dept. of .....	107	Language placement .....	10, 61
Faculty listing .....	174	Languages, Literatures and Cultures, Dept. of .....	61
Family Education Rights and Privacy Act (FERPA) .....	39	Latin .....	64
Federal Work Study Program .....	25	Learning Resource Center .....	14
Fees .....	20	Library .....	2, 15
Final examinations .....	35	Library fines .....	20
Finance .....	128	Literature, minor .....	56
Financial aid:		Major:	
and scholarships .....	24	change of .....	34
how to apply .....	27	Declaration of .....	31
Fine Arts .....	80	double .....	42
Fines .....	20, 21	requirements .....	44
Fitness Management Concentration .....	108, 109	Management .....	125, 129
French .....	62	Marketing .....	125, 129
Freshman admission .....	6	Master of Business Administration (MBA) program .....	47
General Education requirements .....	28	Master of Education Degree in Educational Technology .....	43, 163
USC System Common Core .....	28	Master of Science Degree in Applied Clinical Psychology .....	43, 169
Geography course descriptions .....	77	Mathematical Sciences, Dept. of .....	111
Geology .....	95	Mathematics .....	115
cognate .....	96, 99	Lab .....	112
course descriptions .....	103	minor .....	114
minor .....	99	placement test .....	11
German .....	63	Maymester .....	33
Golf Course Services .....	129	Maymester Course Load .....	31
Grade forgiveness policy .....	32	Media Board .....	12
Grade point average .....	38	Middle Level Education .....	139
Grade reports .....	39	Military Science .....	47
Grading .....	38	Minor, requirements .....	44
Graduate Programs		Minors, list of .....	49
Master of Education Degree in Educational Technology .....	163, 166	Mission statement:	
Master of Science Degree in Applied Clinical Psychology .....	169	USC .....	2
Graduate Education Recertification Courses .....	167	USCA .....	1
Graduation .....	42		
Grants .....	23, 24		

Mona L. Martin Prize for Freshman Writing.....	54	Safety at USCA.....	17
Music.....	83	Scholarships.....	24
course descriptions.....	85	School of Business Administration.....	124
minor.....	83	School of Education.....	131
Music Education.....	81	School of Nursing.....	156
		Science, Comprehensive.....	147
Natatorium (Pool).....	3	Science Store, The.....	15
Non-degree, admission.....	8	Sciences:	
Non-Western world studies courses.....	29	Basic (Exercise and Sports Science).....	106
Nursing, School of.....	156	College of.....	93
		Second undergraduate degree.....	42
O'Connell Theatre.....	3	Secondary Education.....	143
O'Connell, Walter F. Center for Entrepreneurship and Technology.....	3	Senior citizens, enrollment of.....	33
Orientation.....	14	Sigma Tau Delta.....	54
Oswald Freshman Writing Award.....	54	Small Business Development Center.....	4
Oswald Review, The.....	54	Social Studies, Comprehensive.....	147
Overload, course.....	31	Sociology.....	77
		Sociology, Dept. of.....	74
Pacer Commons.....	17	Sociology, minor.....	76
Pacer Crossings.....	16	Spanish course descriptions.....	64
Pacer Downs.....	17	Spanish, minor.....	61
Pacer Shoppe.....	15	Special Education.....	147
Pacer Times.....	12	Speech Communication requirement, applied.....	52
Pacer Union Board.....	12	Student:	
Palmetto College.....	7, 126	activities.....	12
Parallel Advisement for Transfer Students (PATS).....	7	Government.....	12
Parking Fines.....	21	grievance procedure.....	40
Pass/Fail:		Health Center.....	17
option.....	32	Judicial Board.....	12
grading.....	38	Life.....	14
Philosophy.....	69, 73	loans.....	23, 25
Philosophy, minor.....	69	media.....	12
Physics.....	104, 107	organizations.....	12
Placement, see Career Services		records, confidentiality of.....	39
Placement examinations.....	10	Right-to-Know and Campus Security Act.....	17
Political Science.....	67, 71	Studio Art, minor.....	83
minor.....	69	Summer Sessions.....	33
Pool (See Natatorium)		Summer Session Course Load.....	31
PRAXIS I Pre-Professional Skills Test.....	132	Suspension.....	40
Pre-Dentistry.....	122	Swimming Pool (See Natatorium)	
Pre-Law.....	47		
Pre-Medicine.....	122	Teacher Certification program.....	135
Pre-Pharmacy.....	122	Technological Literacy.....	44
Pre-Veterinary Science.....	122	Theatre.....	84
Probation.....	40	course descriptions.....	90
Professional Writing, minor.....	57	minor.....	84
Program of study:		Transcripts.....	39
graduate.....	163, 169	Transfer admission.....	6
undergraduate.....	30	Transfer credit:	
Provisional admission.....	6	BSN Completion Track.....	160
Proxy registration.....	31	BSN Generic Track.....	158
Psychology, Dept. of.....	116	evaluation of.....	7
graduate program.....	169	Master of Education Degree in Educational Technology.....	165
minor.....	120	Master of Science in Applied Clinical Psychology.....	170
		state policies and procedures.....	35
Readmission.....	6	undergraduate.....	35
Refund Procedures.....	21	Transient:	
Refunds:		admission.....	19
complete withdrawal.....	21	enrollment.....	33
dropping courses.....	21	Tuition.....	20
Registration.....	31		
dropping courses.....	33	University:	
schedule adjustments.....	33	administration.....	4
Reinstatement Petition Process.....	41	history.....	2
Religion, course descriptions.....	73	mission statement.....	2
Religious Studies, minor.....	69		
Repetition of course work.....	32	Veterans benefits.....	26
Resident status.....	18	Visual and Performing Arts, Dept. of.....	79
Right of petition.....	28		
ROTC.....	47	Wellness Center.....	3
Ruth Patrick Science Education Center.....	3, 94, 132		

Withdrawal:	
due to extenuating circumstances .....	34
from the University .....	34
refund appeal procedures .....	21
refunds.....	21
Women's and Gender Studies, minor.....	57
Work-study employment.....	25
Writing:	
concentration.....	56
courses, applied.....	57
Intensive Course Definition .....	30
Intensive Requirement courses .....	30
minor, Creative.....	57
minor, Professional .....	57
proficiency portfolio.....	43, 55
Room.....	14, 55