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2006-2007 UNDERGRADUATE BULLETIN

Welcome to USCB's Academic Bulletin Site

As of the 2006-07 Bulletin, the Online Bulletin is the official document of record concerning undergraduate programs and regulations. This bulletin is for information purposes only and does not constitute any contractual agreement between a student and the University of South Carolina Beaufort. The University reserves the right to make changes in curricula, degree requirements, course offerings, or 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 interest of the students and the University.

Printed copies are produced for administrative purposes in very limited quantities. Copies are available for viewing in the Admissions Office and are available for reference in the campus libraries.

You may access the official undergraduate bulletin online at <http://www.sc.edu/beaufort>.

Except for a limited run of hard copies (which are available for reference in the USC libraries), the academic bulletins are available online only. However, you may produce a hard copy of any portion (or all) of an online bulletin.

Which Bulletin Should You Use?

For all matters regarding the current academic year or new enrollment, refer to the updated Online Bulletin. For all matters regarding a prior academic year or a student who matriculated under a previous bulletin, refer to the appropriate archived Bulletin. On August 15 of each year, the Bulletin of record for an academic year is “frozen” to establish the guidelines and regulations under which each incoming class matriculates.

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements in force for the particular degree at the time the student first enrolls or under subsequent requirements established while the student is enrolled. However, the student’s choice is restricted to a specific Bulletin and the curricular requirements described therein.

Administrative Copies

Printed administrative copies of the Bulletin will be available for reference on the North Campus- Historic Beaufort at the Library (Sandstone Building), the Admissions Office (Sandstone Building – Room 118), Extended Graduate Office (Sandstone Building), the Academic Success Center (Sandstone Building – Room 124) and on the South Campus -The Gateway to Hilton Head in the Admissions Office and the Library.

Other Printed Documents

Final authority for all aspects of content rests with the Office of the Chancellor.

Registration at the University of South Carolina Beaufort assumes the student’s acceptance of all published regulations, including both those which appear in this document and all others as applicable in official announcements.

Listed below are the official policies of the University published annually and the documents in which they are published.

1. Academic Code of Conduct - Student Handbook
2. Campus Crime Statistics - Student Handbook
3. Student Code of Conduct - Student Handbook
4. Graduation Rate - Student Handbook
5. Family Educational Rights & Privacy Act - Bulletin
6. Student Organization Discipline Procedures - Student Handbook
7. Student Rights and Responsibilities - Student Handbook
8. University Policy on Use of Alcohol - Student Handbook
9. University Policy on Campus Solicitation - Policies & Procedures Manual
10. University Policy on Copyright Matters - Policies & Procedures Manual

The University has established procedures to certify that all classroom activities are conducted by individuals with spoken and written proficiency in the English language at a suitable level. Student complaints concerning the English proficiency of an individual with classroom responsibilities should follow the grievance procedure.

The University of South Carolina Beaufort provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina 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, South Carolina; telephone 803-777-3854.

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations at any time when, in the judgment of the faculty, the Chancellor, the President or the Board of Trustees, such changes are for the best interest of the students and the University.

Descriptions of courses offered for undergraduate credit at the University are arranged alphabetically by academic discipline in the "Course Descriptions" section of this Bulletin. Not all courses are available every semester. A schedule of classes is available on the Web before the registration period for each semester as an announcement of course offerings. Students are advised to consult these schedules prior to registration. The University reserves the right to withdraw any course on the grounds of insufficient enrollment. The summer and fall schedules will be posted on March 1 and the spring schedule will be posted on November 1st.

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 enter the University, or under subsequent regulations published while they are enrolled as students. However, students are restricted in their choice to the requirements of one specific Bulletin. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific Bulletin.

This Bulletin is published annually by the University of South Carolina Beaufort giving comprehensive details about undergraduate programs and regulations.

THE UNIVERSITY OF SOUTH CAROLINA

Mission Statement

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

Teaching

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

Research

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

Service

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

Founded in 1801 in Columbia, the University of South Carolina began providing programs in communities statewide in the 1950's and 1960's. USC Beaufort has responded to local needs since its establishment in 1959.

The Columbia Campus

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

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

Senior Campuses

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

Regional Campuses

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

USC Beaufort Mission Statement

The University of South Carolina Beaufort, a small (1,000 to 3,000 students/fall headcount enrollment) senior campus of the state's largest public university, brings the University of South Carolina's statewide mission of teaching, research, scholarship, and public service to the rapidly growing Lowcountry of South Carolina. USCB offers baccalaureate degrees that respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in communities here and around the globe. The campus also supports the USC Extended Graduate Campus, which provides local access to graduate courses and programs.

USCB offers programs in mathematics and the natural sciences, humanities, and professional and social sciences. Its curriculum is designed to promote acquisition of knowledge and, through it, the intellectual dispositions and skills that encourage depth of understanding, tolerance of others and individual accountability. Attracting a racially and culturally diverse student body of varying ages and experiences, the University of South Carolina Beaufort draws its students primarily from the South Carolina Lowcountry, with representation from other parts of the state, other states, and foreign countries. The University encourages students to think analytically and abstractly, to explore options, to see similarities, to be open to differences, to communicate effectively, and to respect each individual.

The major intellectual and cultural center for the region, the University enriches the quality of life for area residents of all ages through presentations of the performing and fine arts, community service, symposia, research initiatives, and partnerships with area schools, businesses and organizations.

Goals

1. Offer undergraduate degrees to meet the needs of the student population.
2. Provide education in the major area which prepares the student for more advanced study and/or for employment in the field.
3. Provide a learning environment that promotes the acquisition of knowledge and the development of skills that demonstrate depth of understanding, tolerance, accountability, and a commitment to diversity.
4. Place value on quality of undergraduate education and an atmosphere of collegial support through the appropriate allocation of resources.
5. Emphasize quality teaching and provide appropriate faculty-development resources to support teaching excellence.
6. Emphasize research as an integral part of teaching in all academic areas of the University.
7. Provide student development services and programs that assist students in achieving educational, career, and personal goals.
8. Emphasize quality service and programs and provide appropriate staff development resources.
9. Provide the appropriate resources and library and information technology services in support of teaching, research, scholarship, and public service.
10. Provide individuals with opportunities for lifelong learning and cultural enrichment.
11. Develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.

12. Demonstrate the accomplishment of the mission of the University and continuous improvement in its educational programs and services.

Region

Located in the middle of the southeastern coastal sea islands, a region of vast salt marshes and a unique estuarine environment, Beaufort is one of the oldest European settlements in North America. The area is noted for its enormous wealth of prehistoric and historic artifacts, including the ongoing discovery of the Spanish city of Santa Elena (1566–1587) on Parris Island. The ruins of tabby plantation structures and numerous Indian village sites which dot the coastal islands also continue to attract archaeological investigation.

In addition, the sea island region is a natural laboratory for research into the origins of African-American culture. It is considered the home of the purest Gullah language in America. Because of its long isolation as a remote island area, it has also been studied for remnants of unique African-American community and family organizations.

The town itself provides some of the most important examples of antebellum architecture in the South and has been designated as a National Landmark District.

History

In support of USCB's mission to bring the University of South Carolina's statewide mission of teaching, research, scholarship, and public service to the Lowcountry of South Carolina, USCB offers degree programs at various sites throughout the region spanning both sides of the Broad River. The North Campus is located on Carteret Street in the historic district of Beaufort, and the South Campus is located on Highway 278 in Bluffton at the Gateway to Hilton Head Island. Additional sites include the Marine Corps Recruit Depot at Parris Island and the Marine Corps Air Station.

USC Beaufort has one of the oldest traditions of higher education in the nation, dating to the 1795 charter of the original Beaufort College. The original Beaufort College occupied a position of importance in the local community. Not only were certain lands in the District of Beaufort vested to local trustees in order to build and endow the college, but the legislative act also authorized these trustees and the faculty of the college full power to grant or confer degrees in the liberal arts or sciences as are usually granted and conferred in other colleges in Europe and America. Beaufort College was closed in 1861.

In 1959, by another act of the South Carolina General Assembly, the Beaufort campus of the University of South Carolina was created on the site where the original Beaufort College stood. Until 2004 USCB offered only Associate of Arts and Associate of Science degrees. In 1983, USCB began offering additional courses in a leased facility in southern Beaufort County, and in 1989 moved those courses to a shared leased facility that allowed for library facilities and a computer lab. USCB remained in Beaufort and at the leased site until fall 2004.

In 1994, Union Camp (now International Paper) gave eighty acres of land to the USC Development Foundation for the purpose of building a full-service campus of USC Beaufort in a central location that would serve the high growth area of the region. In 1996, USCB completed a master plan for the new South Campus and soon thereafter plans were developed for program and facilities development. Between 1998 and 2000, the state approved \$4 million in capital improvement bonds to be added to Beaufort and Jasper County public money plus \$5 million in private money. In June 2000 a two-day public forum resulted in unanimous support for developing a plan for USCB to seek four-year status. Concurrently, Beaufort County developed a \$28 million Tax Increment Finance District (TIF) which provided funds to develop four buildings on the eighty acres of land in southern Beaufort County. Once approvals from the South Carolina Commission on Higher Education granted USCB baccalaureate status in June 2002, construction began on the gifted land at the South Campus. In addition to Beaufort County TIF financing, the University used State bonds and private dollars to develop the campus, which officially opened its doors for fall 2004 classes.

Accredited by SACS since 1968 as a Level I associate degree granting institution, USCB received separate accreditation as a Level II baccalaureate degree granting university in July 2004. The University awarded its first baccalaureate degree programs in fall 2004. The general education curriculum for the bachelor degrees requires all graduates to have basic competency in oral and written communication as well as a foundation in analytical reasoning, the humanities, and the natural and social sciences.

This 200-year commitment to liberal arts education has remained constant in the Beaufort community while, at the same time, evolving to meet changing local needs. Today, USC Beaufort provides the challenge of a rigorous liberal arts discipline to over 1,300 diverse students.

Because USCB acknowledges an enduring commitment to the community that has supported it for so many years, this institution, in turn, strongly supports the study and appreciation of this area's unique geography, ecology, history, and culture.

Facilities

Art Studio

In November 1977, USC Beaufort acquired a county-owned renovated church to use as an art studio and classroom. Renovated in 1994, the Art Studio building is located on the perimeter of the historic district and within two blocks of the campus. Used primarily for studio art courses, the building has also been used for community workshops, seminars, and film series.

Barnwell House

Located on Prince Street adjacent to the Hamilton House, the Barnwell House is occupied by the offices of University Advancement, Public Relations, the production office for Graphics and Design, and some faculty offices.

Beaufort College Building

This historic two-story building was constructed in 1852 as the main structure of what was then Beaufort College. It is one of the oldest college buildings in the state. It is now an administration building, which houses senior administrative offices.

Elliott House

This brick building is home to the offices of the Early Childhood Education Program, Continuing Education and the Osher Life-Long Learning Center.

Grayson House

The Grayson Faculty House was purchased by the University in the spring of 1980 and stands at the west end of the Beaufort Campus. This building houses Humanities faculty offices.

Hamilton House

Located on the corner of Carteret and Prince Streets in historic downtown Beaufort, this lovely old building was formerly a home. USCB offices and occupying the building currently include Institutional Effectiveness and Research, Pritchards Island Program, Small Business Development Center.

Hargray Building

Academic Advisement, Admissions, Financial Aid, Vice Chancellor of Finance, Opportunity Scholarship Program, Registrar, Student Government Association, Student Housing, Student Life, Vice Chancellor of Student Development, Grants Administration, Bookstore, Athletics Development, Osher Life-Long Learning Center.

Marine and Life Science Building

Completed in 1983, the Marine and Life Science Building contains three laboratories and science faculty offices.

On-Base Education

In 1972, USC Beaufort began offering on-base education opportunities designed primarily for active-duty military personnel. Courses are held during the day and evening at the Marine Corps Recruit Depot at Parris Island and at the Marine Corps Air Station.

Performing Arts Center (PAC)

This red brick building was acquired from the county in 1986 and completely renovated by USCB. The PAC serves as host site for numerous cultural events and academic functions. It houses a 500-seat auditorium with large, semi-circular lobby, adjoining art gallery and reception area. Activities often spill out onto the large, grassy lawn at the building's front entrance.

The art gallery was opened and dedicated in the fall of 1994 with the assistance of private donations. USCB's art gallery is the host site for art exhibits featuring local, regional, and internationally acclaimed artists. In partnership with Beaufort Performing Arts, Inc. USCB also presents a chamber music series under the musical direction of internationally renowned Charles Wadsworth. In addition to serving as host site for events, the PAC has 12 classrooms, faculty offices, the Beaufort Performing Arts, Inc. general office, classroom, and office space for the Beaufort Regional Technology Center, and USCB's Chemistry Lab with bench space for 20 students. The Chemistry Laboratory is equipped with separate student supply drawers for each course, individual vent hoods at each station and a general sash hood for use of the class. There is an instrument room adjacent to the lab that is equipped with a Fourier transform infrared spectrometer, a gas chromatograph, melting point apparatus, visible/ultraviolet spectrophotometers, and other instruments. Also adjacent to the lab is a preparation room and stock room with over 800 different chemicals.

Pritchards Island

USCB administers Pritchards Island, which is a 2.5-mile-long, 1,600-acre undeveloped barrier sea island located just south of Fripp Island and 15 miles from the North campus. Accessible only by water, the island was given to the University in 1983 and is used as a center for research, instruction, and the USCB Loggerhead Sea Turtle Conservation Project. The heated and air conditioned facility includes bunkrooms, fully equipped baths, and a fully equipped double kitchen.

Sandstone Building

In 1965 the one-story general classroom building was constructed and adorned with a sandstone facade depicting the history of the administration building and the institution. Renovated in 1998, the Sandstone Building houses the Academic Success Center, Admissions Office, Business Office, Computer Lab, Financial Aid, Library, Registrar, Student Development Office, Student Life, Human Resources, Extended Graduate Campus (including the Master of Arts in Teaching program), and Opportunity Scholars Program.

Science and Technology Building

Completed in 2005, the Science and Technology Building contains two classrooms, four science laboratories, four individual research laboratories for use by faculty members and student research assistants, six offices, as well as a faculty lounge and a student lounge.

Libraries

Located on the North and South Campuses, the USCB libraries comprise a total of 33,725 sq. ft., 25,000 sq. ft. at the South Campus and 8,725 sq. ft. at the North Campus. Together, the libraries offer combined seating for 300 patrons. The North Campus library serves as one of a dozen of full-depository libraries in South Carolina for state government documents. The South Campus library supports an information commons area, collaborative computer center, foreign language laboratory, and cyber café. Both libraries contain distance education viewing rooms and early childhood education curriculum labs.

Small Business Development Center

University of South Carolina Beaufort's Small Business Development Center (SBDC) offers a variety of services including management-training seminars. Programs are tailored to encourage the growth of existing businesses as well as the development of new businesses by providing both management and technical assistance. SBDC consultants are available at each campus location to give one-on-one consultation to analyze business operations, develop business strategies, and provide marketing and economic information.

Services offered by the SBDC to new venture entrepreneurs as well as existing businesses include business plans, cash flow projections, income statements, balance sheets, loan packaging, setting up bookkeeping systems, government compliance and procurement, and business evaluations. The SBDC is funded by both the State of South Carolina and the U.S. Small Business Administration to provide confidential business advisement to South Carolina small businesses at no cost. The centers also offer seminar and training courses on relevant business topics for a minimal registration fee. Faculty, staff, and professionals in industry and government teach the seminars.

The North Campus office offers consulting via the Poly Com view station telecommunications system. This technology allows consultants to assist clients in remote areas and allows local clients the opportunity to meet with consultants in other statewide sites as well as some national sites who may possess particular expertise that a client may need. This technology is an example of the 'cutting edge' expertise that is available to business owners in Beaufort and Jasper counties.

The Small Business Development Center at the North Campus, which is located in the Hamilton House at USCB, 801 Carteret. The Director can be reached at 843-521-4143. The Business Consultant of the South Campus and is located on the second floor of the Hargray Building. They can be reached at 843-208-8259.

Center of Excellence in Collaborative Learning

The Center of Excellence in Collaborative Learning is under the direction of Dr. Maryellen C. Ham and is located at the South Campus in 253 Hargray.

Continuing Education

Conferences, seminars, lectures, workshops and other short courses are offered to the community in both public programs and in response to specific organizational needs of the community, individuals, and groups. If you or your organization has a need, please call to find out about programs scheduled or to request a program designed for your group. For example, we offer short courses on request or can come to your organization and conduct a needs assessment, design a program, secure the proper instructor, deliver the program and offer CEU credit for participation. Programs offered for business and non-profit organizations have been in Management/Supervision, Leadership, Planning (for Profit and non-Profit organizations), Customer Service, Personal Growth, and Team-Building among many others. Lectures for the public have included, among others, a wide variety of history topics, local governmental issues, regional “hot topics,” and informative programs on gardening and landscaping ecological topics.

Two special programs offered each year are: Fall and Spring multi-day history tours on the Civil War, Reconstruction Era, American Revolution, and a series of authors’ luncheons to highlight the work of the many fine local authors in the Lowcountry or authors who write about the region. Continuing Education also provides consulting services or facilitation opportunities such as Strategic Planning.

For further information please call 521-4147.

Osher Lifelong Learning Institute (OLLI)

Each term more people in the Lowcountry are enjoying the opportunity to meet new friends while pursuing shared intellectual interests. Who are these interested people? They are OLLI members whose lives are indeed enriched because of the program’s varied offerings. *THERE ARE NO AGE OR EDUCATIONAL REQUIREMENTS*. Backgrounds may differ, but all participants share a desire to keep intellectually alive.

The program is organized and planned by its Curriculum Committees and everyone is encouraged to contribute in some way. Working together keeps OLLI a high-quality program at a reasonable cost. Classes are offered in four terms: fall, winter, spring, and summer. Classes and instructors are selected by the Curriculum Committees and the USCB Office of Community Outreach office personnel.

We offer a wide variety of classes—philosophy, history, art, music, current events, political issues, religion, science, literature, languages, and many others. Sign up as an OLLI member and receive all curriculum guides, events calendar, special programs, USCB library privileges and much more.

OLLI may be the best educational bargain around! For a nominal charge for annual membership and term registration fee, members are entitled to attend as many courses as desired in each term of registration.

For further information please call 208-8247.

UNIVERSITY PARTNERSHIPS AND AFFILIATIONS

Community Outreach

The Office of Community Outreach supports USC Beaufort's mission of serving the public by making University resources available to the community at large. Through a wide variety of outreach programs, University Outreach serves the community of all ages and organizational needs throughout the Lowcountry.

Programs are designed for those individuals who wish to acquire or enhance their skills and knowledge. In addition to addressing the general education needs of the community, the office focuses on the unique issues of the Lowcountry region including economic enhancement, development activities, a growing retirement population, and preservation of the history and ecology of the area.

Center of Excellence in Collaborative Learning

Funded in partnership with the South Carolina Commission on Higher Education, the Center of Excellence in Collaborative Learning is located in the south campus of the University of South Carolina Beaufort. This teaching and research Center studies and provides both pre-service and in-service education with an emphasis on collaborative learning. Current members of the Center's Coordinating Council include: key USCB faculty and administrators; invited USCB undergraduate students; regional school administrators; and representative public school teachers from Beaufort, Jasper, Hampton I, , Hampton II, and Colleton Counties in South Carolina. In addition to serving the constituents of all Council members, the Center of Excellence in Collaborative Learning not only establishes partnerships and alliances with a range of community and social service agencies, but also links Center activities to research being done in other institutions of higher education.

Center for Coastal Ecology

To help the public learn and protect the local ecology, the Center for Coastal Ecology designs and delivers top quality educational and conservation programs. Programs are produced for the public, schools, community, and civic groups. The length of programs can vary from one hour to weeklong, and the focus of the programs is placed on the coastal ecology of the Lowcountry. Among many others, topics include Reptiles, Wild Edibles, Barrier Island Exploration, Coastal Birds, Sea Turtles, and Training for Students and Teachers of Science. The programs are offered throughout Beaufort County with USCB's Pritchards Island as a favorite field location.

Institutional Partnerships

USCB is interested in developing long-term relationships with other organizations/institutions that can be mutually beneficial. The University seeks to develop partnerships with others where USCB's resources can assist and support other groups in achieving their goals and where the educational and community mission of USCB can be enhanced. Currently USCB has a number of Partnerships. Examples include the Reconstruction Heritage Committee comprised of Penn Center, Beaufort County, Beaufort City, and a number of other groups working to establish a Reconstruction Historical National Area; ACE and Baruch to explore funding and mutual projects for coastal ecology; Sea Pines resort to develop a Sea Pines Academy to offer a variety of educational programs at their property; and a number of government, business, and civic organizations.

Partnerships through Grant Initiatives

Facing receivership by the SC State Department of Education, the Jasper County School District reached out to local, state, and national resources to improve student achievement. The district joined with the University of South Carolina Beaufort, SC Department of Education, US Department of Education through SERVE, Lowcountry Math and Science Hub, and the Beaufort Regional Technology Center, among others, in the year 2000 to increase teacher preparedness, improve student learning, and increase access to external resources through grants. Through the partnership, USCB has brought over 1.8 million dollars in grant funding into the district, in addition to another \$250,000 in consultant service.

USCB-Penn Center at Risk Families Initiative

In 1991, officials from Penn Center joined with faculty and administrators of USC Beaufort and USC Columbia to inaugurate the Early Childhood Education At-Risk Family Initiative, a joint program designed to provide continuous, intensive, and comprehensive child development and family support services to low-income families with preschool children in the St. Helena Island school district. Through USC Beaufort's North Campus, the partnership developed an Early Childhood Teacher Laboratory with initial emphasis on Parent/Family strategies, from birth through five years of age. In keeping with the national goal of ensuring that all children in America will start school ready to learn, the Initiative assists parents in enhancing the social, physical, emotional, language, and cognitive development of their preschool children. The fatherhood component, bi-monthly parenting classes, home visitations, distribution of developmentally appropriate books for children and family field trips, all serve as a support system that fosters family growth and development. Several parents have elected to upgrade their technical skills and educational levels by taking advantage of tuition assistance also provided by the program. Eleven parents are now college graduates and gainfully employed in Beaufort County.

The Penn Center is a 50-acre National Historic Landmark District located five miles from Beaufort on St. Helena Island amidst rural farms and forested lands. From its inception in 1862, Penn Center has provided continuous service to the future of former slaves and their descendants and continues as a living legacy today in an area where a strong natural African culture flourishes. Dedicated to the preservation of the Sea Islands' history, culture, and environment, Penn serves as a local, national, and international resource center and a catalyst for the development of programs for self-sufficiency.

For more information, contact Dr. Sally A. LaPoint, Program Director, Telephone: 843-521-4130.

COMMUNITY EVENTS

In addition to other services, USC Beaufort frequently sponsors lectures, concerts, and theatre performances that are open to the public. In the past, USCB has hosted The Best Reading the Best, a weekend of readings from southern literature, history, and poetry; the South Carolina Playwrights Conference - a celebration of writing in the Lowcountry; the annual Martin Luther King Celebration address; the South Carolina Humanities Festival; the USCB Festival Series, and the International Milton Festival.

PUBLICATIONS

The following publications are produced by USC (Columbia) or USC Beaufort. Copies of some publications may be found in student lounges and publication racks throughout the campuses. If you are interested in any of these publications, please contact the Vice Chancellor for Student Development 843-208-8256.

APOSTROPHE – Since 1996 this journal of the arts has been published annually, providing subscribers with an impressive variety of fiction, poetry, and non-fiction from around the world.

The Pen – This is USCB’s student literary magazine and is published each fall and spring semester.

The Scholar - This newsletter is a bi-monthly Opportunity Scholar Publication that informs students of OSP services, upcoming OSP events, and important university deadlines.

The Shrimp - The editorially independent student newspaper of the University of South Carolina Beaufort, which is written, designed and edited by USCB students and published during the fall and spring semesters.

USCB Bulletin - A University publication that lists programs of study, rules and regulations, admissions policies, scholarship information, financial assistance, and other general academic information for USCB students.

USCB Newsletter - A biannual publication highlighting new developments, accomplishments and other aspects of USCB life.

USCB Annual Report - An annual publication highlighting gifts, grants and donors that support USCB programs.

USCB Videos - Productions (cd and web versions available) showcasing USCB students, faculty, facilities and events.

USC Times - A USC newsletter chronicling events and people throughout USC’s eight campuses.

Reflections - Reflections is a publication of the University Libraries. Correspondence may be addressed to the editor at Thomas Cooper Library, University of South Carolina, Columbia, SC, 29208 or to Nancy H. Washington, Editor, via email: NancyHW@gwm.sc.edu

Student Handbook - A handbook for students including university policies, procedures and academic calendar planner.

UNIVERSITY OFFICIALS AND PERSONNEL

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Senior Administration

Chancellor, Jane T. Upshaw, Ph.D., University of South Carolina, 1993
Executive Vice Chancellor for Academic Affairs, Rayburn Barton, Ph.D., University of Alabama, 1978
Vice Chancellor for Advancement, Lynn McGee, Ph.D., Indiana University, 1990
Vice Chancellor for Finance & Operations, Bryan J. Hill, M.P.A., Univ. of Southern California, 1995
Vice Chancellor Student Development, Gail Quick, M.Ed., Western Maryland College, 1970

Administrative Staff

Nigi Varghese, Director of Recruiting
Les Brediger, Director of Military Programs

Gay Birnbaum, Director of Academic Success Center
Colleen Callahan, Director of Development
Ellen Chamberlain, Library Director
Patricia Greene, Director of Financial Aid
Jodi Herrin, Director for Institutional Effectiveness & Research
Robert J. Hohman, Director of Advising, South Campus
Arturo Iriarte, Director of Opportunity Scholars Program/Pathways to Success Partnership
Eddie King, Chief Information Officer
Aaron Marterer, Registrar
Mary Moonen, Bursar
Martha Moriarty, Associate Vice Chancellor for Academic Affairs & Institutional Effectiveness
Mark Palombo, Director of Computer Services
Kate Torborg, Director of Student Life
Donna Webb, Director of Admissions

ACCREDITATION

Southern Association of Colleges and Schools (SACS)

The University of South Carolina Beaufort is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA. 30033; phone: 404-679-4500) as a Level II baccalaureate degree-granting institution and is authorized to award associate of arts and associate of science degrees at the Beaufort Marine Corps Air Station (MCAS) and the Parris Island Marine Corps Recruit Depot (MCRD). In addition to this comprehensive accreditation, professional baccalaureate programs at the University are seeking accreditation by their respective associations as listed below.

Early Childhood Education

S.C. Department of Education
National Association for the Education of Young Children (NAEYC)
National Council for Accreditation of Teacher Education (NCATE)

Business Administration

Association to Advance Collegiate Schools of Business (AACSB)

Human Services

Council for Standards in Human Services Education

STUDENT COMPLAINT POLICY

Principle

Principles of Accreditation: Foundations for Quality Enhancement, SACS, Section IV: Federal Requirements: The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Policy

Note: The procedures to resolve a conflict or submit a formal grievance when the student believes he or she has been treated unjustly or improperly by a faculty or staff member of this campus are found in the University of South Carolina Beaufort Student Handbook, 2004-2005.

The University of South Carolina is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033-4097, telephone: 404-679-4501, to award the baccalaureate degree. The Southern Association of Colleges and Schools is the agency to which compliance of the University with the Principles of Accreditation: Foundations for Quality Enhancement should be addressed. Policies regarding complaints may be obtained from the Commission on Colleges.

The University of South Carolina Beaufort acknowledges complaints regarding its possible noncompliance with the Principles of Accreditation: Foundations for Quality Enhancement. The core requirements and the comprehensive standards of the Principles of Accreditation include the broad categories of institutional mission, governance, effectiveness, educational programs, library, resources, and federal requirements.

Students, faculty, staff, alumni, or other interested parties who wish to submit a formal complaint regarding the University's compliance with the SACS Principles of Accreditation directly to the administration of the University must do so in writing to the Executive Vice Chancellor. The Executive Vice Chancellor will review the complaint and respond in writing to the complainant within sixty (60) days. The Executive Vice Chancellor will investigate the complaint thoroughly, exploring all available avenues, and guide the process through the appropriate procedures in those cases where other officials of the University must address the complaint. In those instances, the Executive Vice Chancellor will supervise the process in order to bring it to a responsible conclusion.

UNDERGRADUATE ADMISSION

The Admissions Office facilitates the recruitment and admissions process of prospective students.

Applicants must complete appropriate admission forms and submit them along with required credentials to the Office of Admissions. Application forms may be obtained from the Office of Admissions or on the web at www.sc.edu/beaufort. Admission applicants over the age of 25 may not be required to submit entrance examination (SAT or ACT) results. However, the applicant must submit other credentials, which provide proof of 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 \$40 application fee is required of all applicants and must accompany the application. A check or money order should be made payable to USC Beaufort.

General Undergraduate Admission Requirements

An application for admission must be submitted and approved and an official notification of acceptance issued by the Office of Admissions before any person may enroll in an undergraduate course. Before action can be taken on an application for admission, all credentials required by University policy must be received by the admissions office, which has responsibility for evaluation of credentials for the purpose of admission.

First-time applications must be accompanied by a nonrefundable application fee specified on the application form. Application forms may be obtained from the USCB Office of Admissions or on the web at www.sc.edu/beaufort/

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

Freshman Admission

Admission of freshman students is based on high school course selection and SAT or ACT scores.

Freshman applicants must submit:

1. Completed application
2. Specified nonrefundable application fee
3. Official high-school record complete up to the time of application
4. Entrance examination scores (either SAT [minimum score of 750] or ACT [minimum score of 15]).

In addition, students must submit a final high-school transcript showing date of graduation as soon as possible after completion of high school.

Prospective students must have adequate preparation for the curriculum in which they plan to enroll. At a minimum, applicants for admission are required to complete a college preparatory program with units distributed among the following academic subjects:

Units Required: 20

1. **English (4 units).** At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of college preparatory English I, II, III, and IV will meet this criterion.
2. **Mathematics (3 units).** The three units of mathematics must include Algebra I, Algebra II, and Geometry. (Applied Mathematics I and II may count together as a substitute for Algebra I if a student

successfully completes Algebra II.) A fourth, higher-level mathematics course is strongly recommended (i.e., Algebra III/trigonometry, pre-calculus, or calculus).

3. **Laboratory Science (3 units).** Two units must be taken in two different fields and selected from among 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 laboratory science 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.
4. **Social Studies (3 units).** Three units of social studies. One unit of U.S. history is required; a half unit of economics and a half unit of government are strongly recommended.
5. **Foreign Language (2 units).** The two units of foreign language must be in the same language.
6. **Academic Elective (4 units).** Four college preparatory units must be taken from at least three different fields selected from computer science, English, fine arts, foreign languages, humanities, laboratory 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, or social sciences. It is suggested that one unit be in computer science, which includes programming, and one unit in fine arts (appreciation of, history, or performance).
7. **Physical Education (1 unit).** One unit of physical education or ROTC is required.

In addition to completion of the above units, students must meet requirements based on entrance examination scores and weighted core GPA.

Applicants must complete additional units to meet or exceed state and local high-school graduation requirements. In choosing these electives, students should consider the recommendations given in the preceding listing for specific prospective majors.

Applicants must apply for and take the required entrance examinations (SAT or ACT) well in advance of the term for which they seek admission, and they are responsible for having the results of these examinations sent to the University. Applicants over the age of 25 may not be required to submit entrance examination results; however, they must submit other credentials which give evidence of reasonable academic potential. Entrance examination scores may be required in the absence of satisfactory credentials or evidence of potential. Some programs require entrance test cores for all students, regardless of age.

Undecided Freshmen

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

Students should declare a major after earning 30 semester hours, provided they have met the entrance or progression requirements of the program of their choice. Undecided and change-of-major students should use the resources available in the Academic Success Center which offers career services to USCB students.

Students who wish to declare a major in Liberal Studies require special approval from the Liberal Studies Program Director.

Assessment of Academic Records

Freshman applicants who satisfy the course requirements listed above will be evaluated on the basis of high-school grades, class rank, and entrance examination scores. These factors will be used to determine the applicant's probability of completing the requirements for the desired degree. Applicants who have earned a cumulative average of C+ on the defined preparatory courses listed above and who score 750 on the SAT or 15 on the ACT normally will be admitted to USC-Beaufort. Higher grades may offset lower entrance examination scores and higher examination scores may offset lower grades. Exception to admission requirements will be considered for applicants who present extenuating circumstances.

Transfer Admission

An applicant who, having graduated from high school, has attended another regionally accredited postsecondary institution and attempted one or more courses is a transfer student, regardless of credit earned. If fewer than 30 semester hours (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. complete application forms
2. specified *nonrefundable* application fee
3. complete official transcripts from postsecondary institutions through the time of application; these must be supplemented by final transcripts that reflect complete academic work prior to beginning classes in the University
4. complete high-school records including entrance exam results if less than 30 semester hours (45 quarter hours) of college-level work have been attempted in a regionally accredited college or university

Applications should be submitted before these deadlines:

Fall term: August 1

Spring term: December 1

Summer term: Two weeks prior to registration for the term.

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

A transfer grade point average is calculated for the purpose of admission, using all credits attempted and grades earned at other institutions, with the exception of occupational, technical, or remedial courses.

These credits and grades also will be included in calculating honors at graduation from the University. Schools and Departments within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. As a general rule, credits earned in courses that fall in one or more of the following categories are not acceptable in transfer to campuses of the University of South Carolina System:

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

Exceptions to this rule may be made only by the Executive Vice Chancellor for Academic Affairs 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.

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

Regardless of the point in an academic career at which students enter the University, all must complete the final year (the last 30 semester hours before graduation) enrolled in classes at USCB.

Evaluation of Transfer Credits

Applicants for admission with advanced standing, having completed all admission procedures and requirements, will be given a statement of credits accepted by transfer to the University. Applicability of those credits to a degree is determined by the department or major in which the student enrolls. The number of credits acceptable to the University and the number which may apply toward a particular degree may differ.

Original records are 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 USCB. Applicants for admission with advanced standing from colleges and universities not accredited by a regional accrediting association will need to validate transfer credits. Details of the validation procedure vary and may be obtained from the Registrar's Office.

Exceptions to this rule may be made only by the Executive Vice Chancellor for Academic Affairs and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program.

A maximum of 76 semester hours may be transferred for degree credit from a junior college or two-year institution which is accredited by a regional association such as the Southern Association of Colleges and Schools. A maximum of 30 semester hours of credit by correspondence and credit awarded for educational experiences in the military may be applied toward meeting the requirements for a baccalaureate degree; 15 towards an associate's degree. The 30 semester hours of credit which may be awarded for educational experiences in the military should be in accordance with recommendations published by the American Council on Education and be consistent with University policy on the transfer of credit but will only be applied to a degree program upon the approval of the Executive Vice Chancellor.

Veteran students may receive credit toward graduation for training received under many of the armed forces college training programs. University credit also may be given for specialized and technical training done under the auspices of the armed forces and for courses taken through the United States Armed Forces Institute/DANTES. This training may be accepted by the University for credit only if it is at the college level, if it is approved by the University, and if it is appropriate to the particular University course of study in which the student enrolls. Armed forces training will not be evaluated until the applicant has been accepted for admission; however, credentials should be submitted with the admission application. No credit is given for high-school or college-level GED tests.

Information regarding educational benefits to veterans and the children of deceased or disabled veterans may be found in the Financial Aid section. Additional information for veterans is available from the Office of Veteran Student Services, University of South Carolina Beaufort.

A maximum of 30 semester hours of credit earned while classified as a non-degree special student in the University may be applied toward meeting the requirements for a baccalaureate degree.

A student planning to pursue work at other institutions or through correspondence must complete this work before attaining senior classification (90 semester hours). Courses completed at any institution while the student is suspended by the University will not be accepted toward a degree at USC.

Transfer: State Policies and Procedures

Background

Section 10-C of the South Carolina School-to-Work Transition Act (1994) stipulates that the Council of College and University Presidents and the State Board for Technical and Comprehensive Education, operating through the Commission on Higher Education, shall develop better articulation of associate and baccalaureate degree programs. To comply with this requirement, the commission, upon the advice of the Council of Presidents, established a Transfer Articulation Policy Committee composed of four-year institutions' Vice Presidents for Academic Affairs and the Associate Director for Instruction of the State Board for Technical and Comprehensive Education. The principal outcomes derived from the work of that committee and accepted by the Commission on Higher Education on July 6, 1995, were:

- An expanded list of 84 courses which will transfer to four-year public institutions of South Carolina from the two year public institutions;
- A statewide policy document on good practices in transfer to be followed by all public institutions of higher education in the State of South Carolina, which was accepted in principle by the Advisory Committee on Academic Programs and the commission;
- Six task forces on statewide transfer agreements, each based in a discipline or broad area of the baccalaureate curriculum.

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

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

Statewide Articulation of 84 Courses

1. The Statewide Articulation Agreement of 84 courses already approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions shall be applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have synonymous courses to ones on this list, it shall identify comparable courses or course categories for acceptance of general education courses on the statewide list. Refer to the following web site: <http://www.che.sc.gov/>

Admissions Criteria, Course Grades, GPAs, Validations

2. All four-year public institutions shall issue annually in August a transfer guide covering at least the following items:
 - A. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
 - B. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g. SAT, ACT) taken more than a given time ago, for academic course work taken elsewhere, for course work repeated due to failure, for course work 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 shall describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they shall also describe whether all course work taken prior to transfer or just course work 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 72 courses in the Statewide Articulation Agreement) and the course equivalencies (including "free elective" category) found on the home institution for the courses accepted.
- F. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.
- G. Lists of the institution's Transfer Officer personnel together with telephone and fax numbers and office address.
- H. Institutional policies related to "academic bankruptcy" (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student's earlier record.
- I. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.
3. Course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the course work with a "C" grade (2.00 on a 4.00 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA 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 2.00 on a 4.00 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.
- B. Any multi-campus institution or system shall certify by letter to the commission that all course work 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 course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any additional fee and without any further encumbrance such as a validation examination, placement examination/instrument, verification instrument, or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

Transfer Blocks, Statewide Agreements, Completion of the A.A./A.S. Degree

5. The following Transfer Blocks/Statewide Agreements taken at any two-year public institution in South Carolina shall be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:
- Arts, Humanities, and Social Sciences: Established curriculum block of 46–48 semester hours
 - Business Administration: Established curriculum block of 46–51 semester hours
 - Engineering: Established curriculum block of 33 semester hours
 - Science and Mathematics: Established curriculum block of 48–51 semester hours
 - Teacher Education: Established curriculum block of 38–39 semester hours for early childhood, elementary, and special education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the Arts, Humanities, and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of course work

- Nursing: By statewide agreement, at least 60 semester hours shall 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 No. 4 above shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt either the Arts/Social Science/Humanities or the Science/Mathematics block by September, 1996. The institution at which such program is located shall inform the staff of the CHE and every institutional President and Vice President for Academic Affairs about this decision.
 7. Any student who has completed either an Associate of Arts or Associate of Science degree program at any public two-year South Carolina institution which contains within it the total course work found in either the Arts/Social Sciences/Humanities Transfer Block or the Math/Science Transfer Block shall automatically be entitled to junior level status or its equivalent at whatever public senior institution to which the student might have been admitted. (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 course work among two- and four-year institutions.
9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

Assurance of Quality

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

Statewide Publication and Distribution of Information on Transfer

11. The staff of the Commission on Higher Education shall print and distribute copies of these Procedures upon their acceptance by the commission. The staff shall also place this document and the Appendices on the commission’s Home Page on the Internet under the title “Transfer Policies.”
12. By September 1 of each year, all public four-year institutions shall on their own Home Page on the Internet under the title “Transfer Policies”:
 - A. Print a copy of this entire document (without appendices).
 - B. Print a copy of their entire transfer guide.
 - C. Provide to the staff of the commission in satisfactory format a copy of their entire transfer guide for placing on the commission’s Home Page on the Internet.
13. By September 1 of each year, the staff of the State Board for Technical and Comprehensive Education shall on its Home Page on the Internet—under the title “Transfer Policies”:

- A. Print a copy of this document (without appendices).
- B. Provide to the commission staff in format suitable for placing on the commission's Home Page of the Internet a list of all articulation agreements that each of the sixteen technical colleges has with public and other four-year institutions of higher education, together with information about how interested parties can access those agreements.
14. Each two-year and four-year public institutional catalog shall contain a section entitled "TRANSFER: STATE POLICIES AND PROCEDURES." Such section at a minimum shall:
- A. Publish these procedures in their entirety (except Appendices).
- B. Designate a Chief Transfer Officer at the institution who shall provide information and other appropriate support for students considering transfer and recent transfers serve as a clearinghouse for information on issues of transfer in the State of South Carolina provide definitive institutional rulings on transfer questions for the institution's students under these procedures work closely with feeder institutions to assure ease in transfer for their students. At USC Beaufort the transfer officer is the Director of Admissions.
- C. Designate other programmatic Transfer Officer(s) as the size of the institution and the variety of its programs might warrant.
- D. Refer interested parties to the institutional Transfer Guide of the state's four-year institutions.
- E. Refer interested parties to the institution's and the Commission on Higher Education's Home Page on the Internet for further information regarding transfer.

Admission as a Non-degree Candidate

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 accompanied by an explanation of their educational goals. The admissions office reserves the right to determine the proper category of admission and to determine what credentials may be required.

Special Students. This category is for part-time applicants who are not interested in earning a degree at USCB. A maximum of 30 semester hours may be earned in this category. Applicants who have been officially denied admission as degree-seeking students are not eligible for admission as special students. Courses completed as special students carry full University credit; however, none of the hours is applicable to a degree until the student applies and qualifies for admission to a degree program. Usually no credentials are required if the applicant has no plan to seek a degree.

Concurrent. Concurrent Admission is a program offered by the University of South Carolina Beaufort to high school juniors and seniors. It provides an opportunity for students who are capable of meeting an increased challenge to earn college credit by taking courses offered by the university while still enrolled in high school. To be considered for this program, students must submit: an application for admission, high school transcripts, and approval from high school principal or guidance counselor.

Student eligibility:

- Student must be a junior or senior in high school
- Students must submit a high school transcript and rank in the top 25% of their high school
- Approval from their high school (Principal or Guidance Counselor)
- Avoid courses which are offered by the student's high school
- Must meet the prerequisites of any course before enrolling in that course

Students admitted to this program will be enrolled in regular college courses in general subject areas, chosen in consultation with the student so as to complement their high school program.

Counseling is available and it is highly encouraged that students make an appointment for an interview. An official notification of acceptance is issued by Admissions and is required for enrollment into undergraduate courses.

Auditor. Anyone may audit courses of his/her choice at USCB. 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.

Military Special. Certification of active duty military status is required.

Persons attending the University in any of these categories will be non-degree candidates. Credit earned while attending as a non-degree candidate may be used toward a degree only after the student has applied for and been accepted into a degree program. An applicant denied admission to any degree category is not eligible for admission as a special student. The period of enrollment in these categories is limited by either time or number of allowable credits. The official acceptance letter explains all enrollment restrictions for the category in question. Non-degree students are not eligible for financial aid or veterans benefits.

Readmission of Former Students

An application for readmission must be submitted by any former student who wishes to return to the University after missing a major (fall or spring) semester. Summer sessions do not count as a major semester in this instance. Applications for readmission are obtained from the Office of Admissions and when completed should be returned to the admissions office. Readmission to the University and to the program in which the student was previously enrolled is not automatic.

Students who attend the University as special students (including probationary or non-degree candidates) are not considered for readmission because these students were not fully admitted to the University originally. If special students wish to return to the University as degree-seeking candidates, they must apply for regular admission as freshmen or transfer students, furnishing all official transcripts and any entrance test scores which may be required.

Students who leave the University in good standing, miss one or more major semesters, and attend another institution while away must submit the application for readmission and official transcripts of all college-level work attempted during their absence from the University. Such applicants must meet the same requirements as transfer students.

A student who leaves the University on suspension must apply for readmission upon completion of the period of suspension and qualify for readmission to the major program requested. To attempt to return to the University prior to the completion of the suspension period requires:

1. an application for readmission and a petition for reinstatement if a major semester has been missed; or
2. a petition for reinstatement if the attempt is being made after notification of suspension but prior to missing a major semester.

If students attend another college-level institution while suspended from the University, they must maintain a satisfactory average at that institution in order to retain the privilege of being considered for readmission at the conclusion of their suspension. The University does not transfer credit earned during a period of suspension, but the quality of grades could affect the decision on readmission.

Applications should be submitted before these deadlines:

Fall term: August 1

Spring term: December 1

Summer term: Two weeks prior to registration for the term.

There is a \$10 fee for readmission applications.

Senior Citizen Admission

Senior Citizens (age 60 and older) are entitled to enroll on a space-available basis without the required payment of tuition. Senior citizens are required to pay all other applicable fees. Senior citizens may apply as undergraduate students or as non-degree seeking students and request a waiver of tuition; however, senior-citizens who wish to receive the tuition waiver benefit must wait until the third day of classes to register. If a senior-citizen wishes to guarantee a seat in a class, s/he should enroll prior to the first day of the semester and pay all tuition and fees. Refunds will not be allowed should space still be available on the third day of class.

The admission and advising processes can be completed in advance of registration and submitted to the appropriate office. Forms required to be submitted include:

Senior Citizen Application (submit to the Admissions either Campus)

Free Tuition Application for Senior Citizens (submit to the Bursar's Office at either campus)

If this is done in advance, the student must still register on day three of the semester through the VIP system.

Summer School Admission

New undergraduate students entering the University for the first time in a summer term who expect to continue studying toward a degree submit only one application. They must meet all requirements for admission as degree-seeking students before the beginning of the summer term.

Summer Attendance Only

Students who wish to attend the University for the summer only should apply as special students under the "Non-degree" Candidate" paragraph included in this section. Students enrolled in degree programs in another college who wish to take summer courses at USCB as transients should seek written approval to take specific USCB courses from a dean or department chair in their home college.

Provisional Admission

The University provides a transitional admission program for students who do not meet our regular admission requirements, but demonstrate academic potential. Students admitted provisionally are required to meet stipulations as outlined in the letter of acceptance. Students who do not meet stipulated requirements during the first semester will not be allowed to continue their enrollment after their initial semester.

Change of Campus

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

Non-Traditional Students

Non-traditional students at USCB 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.

Admissions Requirements for Non-Traditional Students

Non-traditional students must submit the same credentials as other students (high school and college transcripts). Students over the age of 25 may not be required to submit SAT or ACT results; however, students without SAT or ACT scores must submit other credentials which provide evidence of reasonable academic potential.

Awarding Academic Credit to Non-Traditional Students

Students may validate the knowledge they have gained through work or public service experiences by submitting the results of CLEP subject exams, taking USCB challenge exams, 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, states that a maximum of 30 semester hours of non-traditional credit may be applied to a baccalaureate degree.

Classification of Students

Classification is based on the total number of semester credit hours earned: A student must have earned 30 hours to be classified as a sophomore, 60 for classification as a junior, and 90 for senior classification. Students are classified at the beginning of each semester and maintain that classification until the next semester begins.

Unclassified Students

Students who hold a baccalaureate degree may be admitted to undergraduate credit courses upon submission of the undergraduate application for admission and previous college transcripts. 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.

International Student Admission

All international students applying for admission to an undergraduate degree program must complete an international student application, and submit it to the Admissions Office at USCB. All international students must submit bank statements or certified statements for financial ability to provide approximately \$15,000 or more for twelve (12) months' total expenses. This is required before the I-20 certificate of eligibility can be signed. International applicants are also required to pay a \$500.00 processing fee before attending their first semester.

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

International Freshman Applicants

Freshmen applicants from other countries are required to submit:

- official copies of secondary school (high school) transcripts;
- TOEFL scores (550 on the standard or 213 on the computer-based version);

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 in this bulletin under Transfer Admission. If the applicant has completed fewer than 30 semester hours of college-level work, he/she must meet both transfer and freshman entrance requirements. In addition to the application and fee, the international transfer student must submit:

- complete official transcripts of college-level courses through the time of application; these are to be supplemented by final transcripts to reflect complete academic work prior to beginning classes at the University. Transfer students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USCB Admissions Office from the evaluation service. Students will not be considered for admissions until this evaluation is received;
- TOEFL scores (550 on the standard or 213 on the computer-based version).
- If the applicant has attempted less than 30 semester hours of college level work, complete official high school records must also be submitted.

The TOEFL requirement will be waived for a transfer student if the student has completed the equivalent of USCB's English 101 and 102 courses with a C or better at an accredited post-secondary institution in the US.

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 USCB Admissions Office from the evaluation service. (A list of several professional Evaluation Services can be obtained from the USCB Admissions Office or found on the USCB web site at: www.USCB.edu/admissions). Students will not be considered for admission until this evaluation is received.

Waiver of Foreign Language Requirement for Bilingual Speakers Students whose native language is other than English, and who have scored either 500 on the paper-based or 173 on the computer-based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USC Beaufort'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.

Additional Credit

College Board Advanced Placement (AP) Examinations

The University of South Carolina Beaufort 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 USCB.

In accordance with policies established by the South Carolina Commission on Higher Education, USCB will award credit for AP scores of three or higher, unless evidence is presented for good cause not to do so. In addition, 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 USCB Office of Admissions.

International Baccalaureate (IB) Policy

The University of South Carolina Beaufort recognizes the academic challenge inherent in the IB Program and encourages students who have completed the IB diploma to apply for admission. 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 IB Higher-Level examination scores in the following areas: English A1, Biology, Business and Organization, Chemistry, Computing Studies, Economics, Foreign Languages, Geography, History, Mathematics, Music, Physics, Psychology, Social Anthropology. To receive credit, the student must have the official examination results sent to the Office of Admissions, University of South Carolina Beaufort, 801 Carteret Street, Beaufort, SC 29902.

College Level Examination Program (CLEP)

The University awards credit by examination to CLEP subject examinations only. By attaining an acceptable score, a student may receive credit equal to that normally earned in the comparable University course. To receive credit, the student must have the official examination results sent to the Office of Admissions, University of South Carolina Beaufort, 801 Carteret Street, Beaufort, SC 29902. The Program Director will make the decision to award credit based on the score.

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

Credit Granted for Educational Experiences in the Military

USCB 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 of Education (ACE) and are consistent with University policy on transfer of credit. Credit will be applied to a degree program upon the approval of the Executive Vice Chancellor for Academic Affairs. For more information contact the USCB Admission's Office.

Academic Common Market

A cooperative tuition-reduction agreement among 14 Southern Regional Education Board states is in place to allow students to take academic programs not available in their state. If interested in programs, students must be admitted to USCB as a degree-seeking student. They should then contact their state coordinator for additional information. For additional information, consult the South Carolina Commission on Higher Education website (www.che400.state.sc.us) at the Academic Programs section.

EXTENDED GRADUATE CAMPUS

Extended Graduate Campus Mission Statement

The Extended Graduate Campus is working to make your education goals a reality. The Extended Graduate Campus (EGC) at the University of South Carolina was created to expand the opportunities that are available through a variety of delivery methods. With the assistance of television and interactive technologies, it is easier than ever to earn graduate credit or a degree from the University of South Carolina. The University has a strong commitment to serving students who cannot attend traditional classes on the Columbia campus. Many courses are transmitted live through the state's digital satellite system to USC campuses, technical college campuses, public schools as well as in a number of designated viewing sites around the state. Some courses are offered on video cassette while others are web-based instruction or offered via streaming media. In combination with textbooks and other materials these courses offer a flexible study schedule. No matter where you live in South Carolina you are within 35 miles of one of these viewing sites.

Extended Graduate Campus Admission Categories

Degree-Seeking Students

Applicants for degree programs are required to meet all admission standards published by The Graduate School and by the unit that administers the program. The most convenient and secure way to apply for admission to a degree program is to complete the online application. Applicants should go to the homepage of The Extended Graduate Campus at www.gradschool.sc.edu/egc. Links to the application may also be found on the homepage of the University of South Carolina (www.sc.edu) and the homepages of several departments and colleges. Complete instructions precede the online form. Paper application packets may be obtained from The EGC office by calling 800-922-2577.

Completed application forms and all supporting documents must be sent to The Graduate School. An application cannot be given final consideration until all required credentials have been received and the application fee is paid. Therefore, applicants are advised to arrange for the transmittal of all documents well ahead of the application deadlines specified for respective programs. All correspondence should include the applicant's Social Security number. International applicants will be issued student identification numbers at the time of application.

Note: A degree program includes programs leading to a graduate certificate, specialist, master's, or doctoral degree.

Non-degree Students

Educators and other professionals who possess at least a baccalaureate degree and have no degree objective may apply for non-degree enrollment to take courses for certification or license renewal. Non-degree students may take up to 12 credit hours with each extension of enrollment eligibility. A non-degree student who later applies to a degree program, however, may apply no more than six of those credits earned as a non-degree student to that degree program—with departmental approval. Non-degree students may not receive fellowships, assistantships, or other financial aid. All applications for non-degree enrollment must be made to The Graduate School. The online application at web.csd.sc.edu/app/grad is the most convenient and secure way to apply. Complete instructions precede the online form. Paper application packets may be obtained from The Extended Graduate Campus by calling 843-521-4110 or writing to The Extended Graduate Campus, University of South Carolina, 801 Carteret St., Beaufort, SC 29902.

Application Fee

Every new graduate student will be charged a nonrefundable application fee. All applications must be accompanied by the application fee. International students pay an enrollment fee. Application fees are subject to change.

Application Deadlines

(Note: Applicants seeking financial aid for the fall term should apply no later than March 1.)

Fall semester: July 1

Spring semester: November 15

May session: April 1

First summer session: May 1

Second summer session: June 1

Some programs have established earlier deadlines or admit students only in specified terms. Applications received after the announced deadlines may not be reviewed in time for admission for the desired term. Applications should be completed at the earliest possible date, because programs may close applications prior to the announced deadline if available spaces have been filled.

For Permission to Enroll as a Non-degree Student

1. A signed and dated application, with all requested information supplied.
2. Proof of a baccalaureate or higher degree. (Educators may submit a copy of a valid S.C. Teaching Certificate as proof of degree.)

An important part of attending college is the opportunity to participate in student activities. 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. The richness of the college experience depends on how much the student is involved in the activities of the institution.

Any person who is admitted, enrolled, or registered for study at the University of South Carolina for any academic period is considered a student and eligible to participate in student activities. In addition, persons who are not officially enrolled for a particular term but who have a continuing student relationship with the University of South Carolina are also considered students.

MASTER OF ARTS IN TEACHING DEGREE IN ELEMENTARY EDUCATION

College of Education

The College of Education at the University of South Carolina offers the Master of Arts in Teaching (MAT) degree program at the Beaufort Campus. The MAT program consists of integrated academic and practical experiences, which are generally completed in a 15-18 month cycle of accelerated, full-time graduate study.

The purpose of the MAT degree is to provide a route to initial teacher certification for the career changer. The MAT program of study is designed to provide students with the competencies required by emerging leaders in the profession of teaching.

On admission, these students form a cohort, taking all of their professional courses, field experiences and seminars together.

Courses are offered through traditional in-class sessions, live televised instruction and videotaped instruction that benefits degree-seeking students as well as professionals seeking recertification or advanced coursework in the field of education. Students who successfully complete the degree program and are successful with the standardized test requirements and other conditions set by the state, will be recommended for Elementary Teacher Certification to the state of South Carolina Department of Education.

Admission Requirements

Applicants must have earned a baccalaureate or higher degree from a regional accrediting agency in any discipline other than education. Applicants should submit a complete application packet including official transcripts of college academic work, letters of recommendation, and official score on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). The Graduate Bulletin and Admission Application are available on-line.

In addition, the following are admission considerations for the MAT:

1. A baccalaureate degree from an accredited institution with an overall GPA of at least 2.5, however higher GPAs are preferred
2. Minimum Miller Analogies Test score of 378 or a minimum Graduate Record Examination (GRE) score of 800 (400 verbal and 400 quantitative), however higher scores are preferred
3. Passing scores on all three Praxis I (either the PPST or the CBT) tests unless:
 - Student's overall undergraduate GPA is 3.00 or higher; or
 - Student's Miller Analogies Test raw score is 40 or higher; or
 - Student's Graduate Record Exam (GRE) verbal score is 450 or higher and quantitative score is 450 or higher
4. Acceptance by the Department of Instruction and Teacher Education (ITE) on the basis of applicant's total academic profile including the above and:
 - Successful interview with the faculty
 - Analysis of undergraduate coursework, work experience, letters of recommendation, essay and scores
 - Prerequisite courses (if applicable) have been satisfied with a grade of C or above.
5. Demonstration of successful experiences with children
6. Essay describing background, reasons for applying, career goals and a current resume
7. Submissions of a complete application packet including (2) official transcripts of complete academic record and (3) letters of recommendation

Degree Requirements

For the MAT degree in Elementary Education, the minimum course requirements include 51 semester hours of course work and field experience. Students must carry a minimum 3.0 and no grade below B in professional education courses in order to be placed in schools for internship. Comprehensive examinations are scheduled at the conclusion of the program. Students who successfully complete the program will be recommended to the State Department of Education for Initial Teacher Certification.

Courses**Professional Education Courses (12 hours)**

EDEL 709	The Theory and Use of Instructional Materials
EDPY 705	Human Growth and Development
EDTE 600	Systematic Effective Teaching
EDFN 749	The School and Modern Society

Teaching Area Courses (15 Hours)

EDTE 771	Studies and Internship in Teaching Math
EDTE 733	Studies and Internship in Teaching Language Arts and Reading (6)
EDEL 743	Studies and Internship in Teaching Social Studies
EDEL 744	Studies and Internship in Teaching Science

Courses required for Certification (15 hours)

EDEL 790	A,B,C Directed Teaching in the Elementary/Middle School (12)
EDEL 791	Seminar in Elementary School Curriculum and Organization

Electives (9)**Tuition**

Tuition and fees are subject to change without notice and vary for different programs. Current tuition and fee information is available from the Office of the Bursar.

Contact Information

Contact the MAT Director at (843) 521-4128 or (843) 521-4110.

Visit the program website: www.gradschool.sc.edu

ACADEMIC REGULATIONS

Overview

As the chief governing body of the University, the Board of Trustees delegates the powers of the president and the 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, extracurricular activities, requirements for and granting of degrees, 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 curricula, degree requirements, course offerings, and all academic regulations whenever, in the judgment of the faculty, the President, or the Board of Trustees, such changes are in the best interest of the students and the University.

Registration at the University of South Carolina Beaufort assumes the student's acceptance of all published regulations.

Unforeseen circumstances may interfere with the scheduling of a course or degree offering. Students must accept such developments even if doing so will mean a delay in some of their academic goals or a modification of those goals. The departments concerned will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

The University reserves the right to withdraw any course because of inadequate enrollment. Additional courses may be offered upon application of a sufficient number of students; a minimum of ten applicants is the usual requirement. Registration in any course may be closed when the maximum enrollment has been reached.

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements in force for the particular degree at the time the student first enrolls as a baccalaureate degree-seeking student at any campus of the University, or under subsequent requirements published while the student is enrolled. However, the student's choice is restricted to a specific bulletin and the curricular requirements described therein. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific bulletin.

Within the eight-year limit, undergraduate students who are absent from the University for no longer than three years, and who return to complete their program of study, shall have the right to continue under the bulletin in effect at the time of their original enrollment as a baccalaureate degree-seeking student. Alternatively, the student may elect the degree requirements under the bulletin in effect at the time of return. If the period of absence is longer than three years, students will be subject to the curricular requirements in place at the time of return. Under no circumstances will students be allowed to appeal to rules and regulations which were adopted and abandoned during the period of their absence.

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

Right of Petition

Students who consider that they are entitled to relief from or deviation in the academic regulations of the University or their college should apply to the Admissions & Petitions Committee.

General Information

Change of Name or Address

It is the obligation of every student to notify the Office of the Registrar of any change in name or address. Failure to do so can cause serious delay in the handling of student records and in notification of emergencies. Change of name may only be accomplished by presenting proper legal documentation.

Indebtedness

It is expected that students will discharge any indebtedness to the University as quickly as possible. No diploma, certificate, enrollment verification, or transcript will be issued to or for students who have not made satisfactory settlement with the Business Office for all of their indebtedness to the University.

Registration

To be officially enrolled in the University students must be academically eligible, have their courses approved by their academic advisor, complete the registration process, and possess a receipt or transaction number issued by the Business Office for payment of current academic fees. Students are expected to complete registration (including the payment of all required fees) by the dates posted in the Schedule of Classes to avoid cancellation of classes and payment of a late registration fee of \$5 per day (\$350 maximum).

Academic Advisement

When students are accepted into the University, they are assigned an academic advisor. Students are expected to arrange to meet with their advisor at least once a semester to plan their course of study for the following semester. Students who do not know their assigned advisor may find this information on VIP in the Academics menu under the second "Show me" category – Registration/Advisor Information. The advisor name is also listed on the "Show me" category – Record of Academic Work for Advisement Only. This information may also be obtained from the Director of the Academic Success Center.

Information, advice, and interpretations of University policies offered by advisors do not supersede the official statement of policies and academic regulations described in the USCB Bulletin. Exceptions to University regulations cannot be made by academic advisors. Any exceptions to the policies and regulations set forth in the USCB Bulletin must be made by the Admission and Petitions Committee or by the Executive Vice Chancellor for Academic Affairs.

Records of academic progress may be kept by advisors, but the only official student records are maintained by the Office of the Registrar.

Auditing

A student must have been admitted to the University to be eligible for auditing any course. All auditors must be admitted to the University and go through the regular registration process. Those who are not full-time students will be charged the same fees as for courses taken for academic credit.

Auditing a course consists of attending classes and listening without responsibility. An auditor is not responsible for any assignments or examinations. No grade for the course is awarded.

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 except by those students who have been verified as learning disabled by the Director of the Academic Success Center and whose academic advisory plan recommends auditing a specific course before it is taken for credit.

The applicant must complete the prescribed procedure for enrollment before class attendance will be permitted.

Students who have registered for a course on an audit basis and who wish to change their registration to take the course for credit (or who wish to change from credit to audit) must do so no later than the last day to change course schedule or drop without a grade of "W" being recorded, as published in the Schedule of Classes.

Course Load

To graduate within a normal period of time, a student should earn between 15 - 17 credit hours per semester in academic studies.

Maximum credit limit is 18 credit hours. Students will not be permitted to register for a semester load in excess of 18 credit hours unless they earned an average of "B" or better on all courses for which they were enrolled (minimum 12 semester hours) for the preceding semester. New students are eligible for an extra course if they submit, to the Executive Vice Chancellor for Academic Affairs, satisfactory evidence of equivalent academic achievement. Students eligible for an additional course on this basis must obtain prior approval for each course addition from the Executive Vice Chancellor for Academic Affairs. No course may be added after the last date to change course schedule or drop without a grade of "W" being recorded, as published in the Schedule of Classes.

Undergraduate students who are enrolled in 12 semester hours or more for the fall and spring semester are considered full time for academic purposes. During summer session an undergraduate student must be enrolled in six semester hours or more to be considered a full-time student for academic purposes.

Full-time fees are calculated on 12 semester hours or more.

Full-time benefits for veterans are determined by the Office of Veterans Services.

Course Numbering

Courses numbered from 101 to 699 are available for undergraduate credit only.

Correspondence Courses

Correspondence courses are administered through the Office of Distance Education and Instructional Support. Undergraduates may receive credit for correspondence courses taken concurrently with their regular academic work. Students must request permission to enroll in such courses on a form available at the Office of the Registrar. Enrollment must be approved in advance by the Executive Vice Chancellor for Academic Affairs. If registration for such a course would result in a course load exceeding eighteen (18) credit hours, they must obtain approval from the Executive Vice Chancellor for Academic Affairs as outlined in the "Course Load" section. Courses taken by correspondence may not be used to make up full-time enrollment status for loan deferments and will not appear on the academic record until completed and a grade is assigned. Correspondence courses are not considered as in-residence credit. No correspondence course will be counted toward the 12 hours required for either the President's or Chancellor's Honor List. A maximum of 30 semester hours of credit by correspondence and of credit awarded for educational experiences in the military may be applied toward meeting the requirements for a baccalaureate degree (15 credit hours are allowed for an associate's degree)

Independent Study

The purpose of the independent study option is to allow the student to pursue an area of academic interest not adequately covered by the regular course structure. The experience shall involve an academic product that is consistent with the student's program of study.

Prior to enrolling in an undergraduate independent study course, a student must complete an Independent Study Contract (AS-6). The approval of the instructor and the Executive Vice Chancellor for Academic Affairs are required. Students then present their approved copy to the Office of the Registrar before registering for the course. Only students who take independent study as part of their major or minor may receive grade-point credit for independent study. All other students will receive Pass-Fail credit. Students who take independent study on a Pass-Fail basis cannot later receive grade points, even if they transfer to another major, minor, or cognate otherwise qualifying the course work as appropriate for grade points. This ruling is not reversible by petition.

A grade point average of 2.50 or greater is required to enroll in independent study courses. The amount of credit for independent study per semester is limited to six hours. Independent study credits applied toward any undergraduate degree may account for no more than ten percent of the total required credit hours for that degree.

Repetition of Course Work

When a course is repeated, both grades will be entered on the student's permanent academic record and included in the grade point average, but course credit toward graduation will be given only once, unless otherwise stipulated in the course description.

Summer Sessions

The summer session consists of five-week, eight-week, or ten-week courses. Students regularly enrolled in the University may take work applicable to their degree during the summer session. All regulations governing the regular academic year also pertain to the summer session.

Students entering the University for the first time during one term of the Summer Session are referred to the appropriate section in the "Admissions" chapter.

Changes of Registration**Changes in Enrollment**

Adding a course, changing from credit to audit or audit to credit, changing from one section to another, and changing the number of credits in any variable credit course must be completed by the last day to change course schedule or drop without a grade of "W" being recorded, as published in the Schedule of Classes. Electing or revoking the Pass-Fail option must be completed no later than the last day for dropping a course with a grade of "W", as published in the Schedule of Classes.

Dropping a Course

Courses from which the student withdraws by the last day to change a course schedule or drop without a grade of "W" will not be recorded on a student's permanent record. Thereafter, during the first six weeks of a semester, the grade of "W" will be recorded on a student's transcript, but the semester hours will not enter into the computation of hours attempted, grade point average, or any other totals. In summer sessions and other shortened sessions this period will be 43 percent of the total number of class hours instead of six weeks. (See the Schedule of Classes.) Students dropping a course or withdrawing from the University after the first six weeks of a semester will normally receive a grade of "WF". A "WF" is treated as an "F" in the evaluation of suspension conditions and in computing the student's grade point average. Students who stop attending classes

without officially withdrawing will have the grade of “F” recorded for all courses. This grade is included in all calculations and totals. Dropping all classes does not constitute formal withdrawal from the University. Withdrawal from courses after the last day of classes is not permitted.

Exceptions to the assignment of a grade of “WF” are possible for verifiable, documented reasons. If a student must either drop a course or withdraw from the University for medical reasons, because of a verified learning disability, or for another acceptable major cause after the penalty date (last day to receive a “W”), the grade of “W” may still be assigned. A Request for Assignment of a “W” Grade for Extenuating Circumstances After Penalty Date form (AS-122A), available from the Registrar’s Office, must be approved by the Executive Vice Chancellor and the course instructor(s).

Withdrawal from the University

All full or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should apply to the Office of the Registrar for an Application for Withdrawal form (AS 138A). The Office of the Registrar is available to assist students in completing the withdrawal process. Students requesting withdrawal for extenuating circumstances after the penalty date (last date for “W” grade) should see the Registrar.

Withdrawal from courses after the last day of classes is not permitted. Students absent from any final exams will be given a grade of “F” for the course if they have not provided an excuse acceptable to the instructor. If excused, they will be given a grade of “I” and may complete the course through deferred examination.

The date of withdrawal from the University will be posted on student transcripts.

Any student withdrawing within the scheduled refund period (see Schedule of Classes) can expect to receive a refund through the mail in approximately four to six weeks (see Refund Procedures). If at the time of withdrawal the student has any financial obligations to the University, these will be deducted from any refund due. Refunds to those students who received and used financial aid in payment of academic fees may be applied toward repayment of financial aid.

Students who have received long-term loans through the University must contact the Financial Aid Office for an exit interview. Failure to participate in this exit interview may result in a hold being placed on transcripts. Students who have received either a Stafford or Supplemental Student Loan while enrolled at the University must attend an exit loan counseling session. Students are notified by mail of the time and place of the conference. Important loan repayment information is covered at this conference. Attendance is mandatory.

Change of Campus to Other USC Campuses

Military Deployment

This policy addresses situations in which currently enrolled students in the National Guard or Armed Forces Reserves are placed on active duty by order of the President of the United States or the Governor of their state during a national or state emergency. This policy also applies to active duty military personnel who are reassigned during a time of national emergency, as declared by the President of the United States. For purposes of this policy the President of the University may also invoke the provisions of this policy.

The general University policy for students serving in the National Guard or Reserves who are called to active military duty or active duty military personnel who are reassigned during a time of national emergency during an academic term is to provide a full withdrawal from the University without academic or financial penalty (grade of “W”, 100% refund) and to suspend the normal policy of converting grades of incomplete to grades of “F” after 12 months. This policy will apply only to courses in which the student is enrolled at the time that he/she must report for active duty.

All students requesting special consideration regarding their call to active military duty or reassignment of duty must provide full written verification through the submission of their orders or alert notice. This notice must be submitted to Executive Vice Chancellor of Academic Affairs along with a statement requesting relief from academic or financial penalty. Students intending to withdraw from all courses and secure a grade of “W” should be referred to the Executive Vice Chancellor of Academic Affairs. This step is essential to receiving special consideration in accordance with this policy.

Students enrolled in one or more courses who do not wish to withdraw from all courses, but wish to negotiate with their instructors for a combination of grades, incompletes, and/or “W”s, should likewise be referred to the Executive Vice Chancellor of Academic Affairs. “WF”s shall not be assigned to students called to active military duty. After the Executive Vice Chancellor of Academic Affairs documents an individual’s military call-up status in writing, the student will be informed of his or her options and given a statement verifying his or her status. A copy of the statement and all supporting documentation should be sent to the Registrar.

Students opting for “W” grades may secure from the Registrar an Extenuating Circumstances form (Request for Assignment of “W” Grade for Extenuating Circumstances After Penalty Date, AS122A). The completed Extenuating Circumstances form should be returned to the Executive Vice Chancellor for Academic Affairs for final approval and then forwarded to the Registrar’s office. The student will be issued a complete refund for each course for which a grade of “W” is received.

Except for withdrawals, it will be up to each instructor to assign a letter grade or an incomplete (“I”) consistent with applicable departmental, college and University policies. If an incomplete grade is assigned, an Assignment of Incomplete Grade form (AS-5) must be completed. Special care should be exercised by the student and instructor to state clearly and specifically the “Conditions for Make-Up” at the bottom of this form. This specificity will protect the instructor and the student from miscommunication and will serve as a contract for the completion of the course.

The normal policy of converting grades of “I” to grades of “F” after 12 months is suspended for students in this category. The student may complete the work for up to 12 months after release from active duty or return from active duty reassignment. Copies of military orders must be provided to the Registrar before the extension will be granted. The Registrar will monitor the application of this policy suspension. If an undergraduate student fully withdraws and remains absent for more than one major (16 week) semester, the student must apply for readmission with waiver of any application fee and will be given every consideration for readmission in the same academic status as at the time of the withdrawal. Students seeking readmission should refer to the procedures for “Readmission of Former Students” as stated in the Undergraduate Studies Bulletin. Students who present unique problems not covered by this policy should contact the Executive Vice Chancellor of Academic Affairs.

Change of Campus

Changing campuses from the USC Beaufort campus to one of the University’s other campuses is a relatively easy process.

A student who desires to change from one campus/school to another must obtain an Application for Change of College/ Campus, Major, Minor, or Degree (AS-19) form from the Office of the Registrar. The current and new campus/school must approve the change. This procedure should be handled well in advance of the registration for a particular term. If, after processing a Change of Campus form, a student decides to stay at USC Beaufort, a new change form must be processed, reversing the initial form.

Students who do plan to change to another campus to complete a degree should plan their program of study to meet freshman/sophomore requirements for their intended major. Degree requirements for individual departments are listed in the various campus bulletins. In the event that some course(s) may not be available at a particular campus, students may make substitutions with approval of the deans involved and postpone taking such courses until they transfer to the other campus.

Students who plan to change campuses to USC Columbia should get a copy of the Transition Guide available in the Office of the Registrar. This publication contains helpful information about the Columbia Campus.

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, students should consult their advisor before preparing a petition listing the substitutions or exemptions sought and the reasons therefore. Petitions are submitted on forms obtainable from the Office of the Registrar. Deviations from degree requirements published in the bulletin must be approved by the Executive Vice Chancellor for Academic Affairs.

Class Attendance

Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussions may occur.

Absence from more than ten percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.

The instructor's attendance policy should be announced to the student at the beginning of the semester. It is of particular importance that a student who anticipates absences in excess of ten percent of the scheduled class sessions receive prior approval from the instructor before the last day to change schedule as published in the Schedule of Classes.

The "10 percent rule" applies to both excused and unexcused absences.

Final Examinations

Final examinations for spring and fall semesters are held during a seven-day period at the close of each semester. Summer examinations are held during a two-day period at the close of each session. Semester examination schedules are published in the Schedule of Classes. The results of these examinations, combined with the grades for class performance, determine the reports given at the end of the semester. No final examination may be held outside of the stated time without the special permission of the Executive Vice Chancellor for Academic Affairs.

In any course or laboratory which meets two or three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period. In any course or laboratory which meets once a week, no quiz, test, or examination may be given during the last class meeting prior to the regular examination period. In any course or laboratory which meets more than three times per week, no quiz, test, or examination may be given during the last three class meetings prior to the regular examination period. Self-paced courses are exempt from this regulation.

If an instructor teaches more than one section of the same course, students may transfer from one examination section to another with the instructor's permission.

Students who are absent from any final examination will be given the grade of "F" on the course if they have not offered an excuse acceptable to the instructor. If excused, they will be assigned a grade of "I" (see "I" entry under Grading System), and may complete the course through a deferred examination (see below).

Re-examinations for the purpose of removing an "F" or raising a grade are not permitted.

Deferred Examinations

A student with excused absences from final examinations in one semester has the privilege of deferred or special examinations and may take the deferred examination at the next regular examination period, with credit for semester standing, provided the examination is taken at the convenience of the professor. The examination must be taken within one calendar year from the time that the absence was incurred. Deferred examinations will be granted only in case of absence certified as unavoidable because of sickness or other cause, rendering attendance at final examinations impossible.

Course Credit

The credit value of each course is usually determined by the number of class meetings per week for one semester. 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.

No student suspended from the University of South Carolina for any reason may earn academic credit during the period of suspension, whether by residence elsewhere or by correspondence courses of any origin.

Remedial courses (courses numbered 100 or below) may not be used to meet degree requirements.

Credit by Examination

Currently enrolled students may obtain credit by examination in a course in which they have had no class attendance or semester standing; permission must, however, be obtained from the Executive Vice Chancellor for Academic Affairs. A grade of not less than "B" on the examination is necessary in order to receive credit for the course. Examinations are not permitted in courses in which a student previously has been enrolled regularly or as an auditor. The applicant must pay the Business Office in advance of the examination a fee of \$25 per semester hour; this fee is not refundable. The Business Office will issue a receipt which must be shown to person conducting the examination, who shall immediately report the results of the examination to the Office of the Registrar. Credits earned under this regulation are recorded with hours earned only.

Transfer Credit

Students transferring to the University from another college or university must, before enrolling in class at the University, have their transcripts evaluated by the Director of Admissions and the Program Director of the program in which they are enrolled. It is only in the light of such evaluation that students will know definitely which transferred courses will be applicable toward USC degree requirements.

Academic courses completed at regionally accredited institutions are normally transferable to the University of South Carolina Beaufort. As a general rule, courses that are occupational or technical in nature, essentially remedial in nature, from a two-year institution which are considered upper division or upper level at the University, or from a two-year institution that are not listed as part of that institution's college parallel program are not acceptable in transfer to USCB. Exceptions to this rule may be made only by the Executive Vice Chancellor for Academic Affairs and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program.

A student transferring from an institution not accredited by the appropriate regional accrediting association may validate by examination hours earned at the unaccredited institution. Full information concerning validation procedures may be obtained from the Office of the Academic Affairs.

No transfer credit will be accepted for a course in the equivalent of which students have been enrolled previously in the University unless the academic work presented for transfer represents a minimum of a full year of work at the other institution. Similarly, students cannot receive degree credit for a course taken at the University if they have received transfer credit for an equivalent course taken previously at another institution.

Credit for summer school, correspondence, and extension work completed at other institutions by a USCB student will not be accepted by transfer if the student has previously been enrolled in an equivalent course at USCB. Credit for other courses will be accepted only under the conditions that each course has been approved in advance by the Executive Vice Chancellor for Academic Affairs and such approval filed with the Office of the Registrar; and each course has been passed with a grade adequate for transfer purposes.

The Request to Earn Credit through Special Enrollment form (AS-30) is available from the Office of the Registrar.

Credits earned while a student is on academic suspension from the University cannot be applied toward a degree or used in improving the grade point average.

A maximum of 15 semester hours earned by correspondence and credit awarded for educational experiences in the military may be applied toward meeting the requirements for an associate degree. A maximum of 30 semester hours earned by correspondence and credit awarded for educational experiences in the military may be applied toward meeting the requirements for a baccalaureate degree. Hours of credit which may be awarded for educational experiences in the military should be in accordance with recommendations published by the American Council on Education and be consistent with University policy on the transfer of credit but will only be applied to a degree program upon the approval of the Executive Vice Chancellor for Academic Affairs.

A maximum of 30 semester hours of credit earned while classified as a non-degree special student in the University may be applied toward meeting the requirements for a baccalaureate degree.

A student planning to pursue work at other institutions or through correspondence must complete this work before attaining senior classification (90 semester hours). The last 30 credits (representing the senior year's work) must be earned at USCB, and at least half of the hours in the student's major courses must be earned at USCB.

Earning Credit in Transient Status

Since the University is accountable for the integrity of its degrees, it is essential that degree programs be closely monitored by University faculty. Therefore, students entering the University to seek a degree should expect to complete the majority of their academic work at the University of South Carolina Beaufort. Normally students who wish to earn more than a semester of credit at another institution should meet all requirements and transfer to that institution. In some programs, and with the permission of the Executive Vice Chancellor for Academic Affairs, students may take up to 18 semester hours of courses in transient status provided they are in good standing; the courses are approved in advance by the Executive Vice Chancellor for Academic Affairs; and the other institution is fully accredited and the course work meets University specifications for transfer credits.

Study abroad or in special academic programs within the United States may be of particular benefit to students, and the University cooperates in a variety of national and international exchange programs in which students may pursue up to a year of academic work at another institution. Special permission is granted to students in these programs with the advance approval of the Executive Vice Chancellor for Academic Affairs.

Grading System

Enrollment in a course obligates the student not only for prompt completion of all work assigned but also for punctual and regular attendance and for participation in whatever class discussion may occur. It is the student's responsibility to keep informed concerning all assignments made. Absences, whether excused or unexcused, do not absolve the student from this responsibility.

Students' grades in their courses are determined by class participation and examination grades, combined in such proportion as the professor may decide.

A, B, C, D represent passing grades in order from highest to lowest. B+, C+, D+ may also be recorded. “F” represents failing performance.

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

“WF” is assigned for student withdrawal from a course after the penalty deadline prescribed in the Schedule of Classes. (See section on Dropping a Course.) The grade of “WF” is treated as an “F” in the evaluation of suspension conditions and grade point average computation.

“W” is assigned for student withdrawal from a course after the late registration period but before the penalty date. Courses dropped during the late registration period (as published in the Schedule of Classes) will not be recorded on a student’s permanent record. In exceptional cases, the grade “W” will be used after the first six weeks of a semester, primarily in cases of withdrawal from the University or from a course for medical reasons. (See section on Dropping a Course.) A grade of “W” will not enter into the evaluation of suspension conditions or in grade point average computation but will be recorded on a student’s permanent record.

“I”, Incomplete, is assigned at the discretion of the instructor when, in the instructor’s judgment, a student is unable to complete some portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. The grade of “I” is not intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time. By arrangement with the instructor, the student will have up to 12 months in which to complete the work before a permanent grade is recorded. Tuition Assistance guidelines do not allow 12 months for a permanent grade to be recorded. Contact your Military Education Office for Tuition Assistance guidelines. Re-enrolling in the course will not make up an Incomplete. An Assignment of Incomplete Grade form (AS-5) must be completed by the instructor and submitted to the Office of the Registrar explaining the reason for the “I” and conditions for make-up. A grade of “I” is not computed in calculating a student’s grade point average. After 12 months an “I” that has not been made up is changed to a grade of “F” or to the back-up grade indicated by the faculty member on the Assignment of Incomplete Grade form.

“AUD” indicates a course was carried on an audit basis. (See section on Auditing for more information.)

“NR”, No Record, is assigned by the Office of the University Registrar only if the grade is not available at the proper time. It is a temporary mark on the transcript and must be replaced by a grade. If replacement does not occur before the last week of the spring or fall semester following the term for which the grade was recorded, a grade of “F” will be assigned. The “NR” is ignored in computing the GPA.

Pass-Fail Grading

The Pass-Fail option is designed to encourage students to investigate fields outside of their major curriculum in which they have a specific personal interest without affecting their grade point average. The only grades assigned on courses taken under the Pass-Fail option are “S” and “U”; a grade of “S” indicates satisfactory performance, a grade of “U” indicates unsatisfactory progress. A student will be given credit for courses in which the grade of “S” is earned, but these courses will not affect the computation of the grade point average.

Specific provisions of the Pass-Fail option are as follows:

1. The Pass-Fail grading system is in effect for an indefinite period of time, subject to periodic review.
2. The Pass-Fail option is not available to undergraduate students whose semester or cumulative GPA is less than 2.00.
3. Students are permitted to exercise the Pass-Fail option only on free elective courses.
4. Students are permitted to take no more than eight courses on a Pass-Fail basis during their undergraduate career.

5. A student wishing to exercise the option must have the permission of the Executive Vice Chancellor for Academic Affairs and the student's academic advisor. The Pass-Fail Option form (AS-20) is used for this purpose.
6. The option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
7. Normal prerequisites may be waived for students taking a course on a Pass-Fail basis.
8. Courses taken under this option will be excluded from the calculation of the grade point average.
9. A grade of S will be entered by the Registrar for a regularly assigned passing grade; a failing grade will be registered as U.
10. No course carried on a Pass-Fail basis will be counted toward the hours required for either the President's or the Chancellor's Honor List.
11. A verified learning-disabled student may take on a Pass-Fail basis an elective or required course which is not in the major if the academic advisory plan so recommends the Pass-Fail option for that course. A student who desires use of this option must apply to the Executive Vice Chancellor for Academic Affairs at the beginning of the semester. With the approval of the Executive Vice Chancellor for Academic Affairs, learning-disabled students may meet specific degree requirements with a satisfactory grade.

Grade Point Average

The grade point average is computed on the basis of all semester hours attempted for credit, except for credit hours carried under the Pass-Fail or audit options. Courses in which a grade of S, U, AUD, T, or W was earned are not considered in computing the GPA.

The grade points earned in any course carried with a passing grade (A, B+, B, C+, C, D+, D) are computed by multiplying the number of semester hour credits assigned to the course by a factor determined by the grade. For courses in which the grade of "A" was earned, the factor is 4; for "B+", 3.5; for "B", 3; for "C+", 2.5; for "C", 2; for "D+", 1.5; for "D", 1. The grade point average is determined by dividing the total number of semester grade points earned by the total number of semester hours attempted for credit (excepting hours carried on a Pass-Fail or Audit basis). No grade points are assigned to the symbols F, S, U, WF, W, I, AUD, T, or NR.

Grade Reports

Grade reports are not mailed unless a student receives failing grades or is suspended.

Grade Change Policy

Grade changes based on transcription or computation errors shall be reported directly to the Registrar on the appropriate grade change form signed by the instructor and the Executive Vice Chancellor for Academic Affairs. Any request for a grade change must be submitted by the instructor no later than one calendar year from the date on which the grade was reported. Beyond this period, grade changes will be considered only in exceptional circumstances and must be handled through a petition procedure. Any other grade change request resulting from enrollment discrepancies, medical withdrawals, or perceived administrative errors (changes to W, WF, audit, credit, S/U, or to I) must be submitted on the appropriate forms with signatures and documentation to the Executive Vice Chancellor for Academic Affairs for review through a petition procedure.

Transcripts

A transcript of a student's record carries the following information: current status; a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, grade point average, and system of grading; and all failures, incomplete grades, and penalties, such as suspension, or other restrictions. USC totals, transfer college totals, and a collegiate summary (USC and transfer) are also included.

All requests for transcripts must be in written form. Any student who needs a transcript or a certified copy of the end-of semester grade report may complete a Transcript Request form (AS-25) at the Office of the Registrar, or send a signed and dated letter containing all pertinent identifying information to the Office of the Registrar. With the exception of copies made for internal use, no copy of a student's permanent record (transcript) will be released to anyone without the student's written consent. In addition to the written consent, each transcript request should include full name or names used, student number, current mailing address, dates of attendance, location of attendance, and date of birth to assure proper identification of the record requested.

No transcript or partial transcripts will be issued to a student who is indebted to the University.

The nonrefundable transcript processing fee is \$8 per copy.

Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to education records.

They are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Registrar, Executive Vice Chancellor for Academic Affairs, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** The University of South Carolina Beaufort will disclose information from a student's education records only with the written consent of the student, except:
 - a. to school officials with legitimate educational interests; A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.
 - b. to officials of other institutions in which the student seeks or intends to enroll provided that the student has previously requested a release of records;
 - c. to authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, state educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;
 - d. in connection with a student's application for, and receipt of, financial aid;
 - e. to comply with a judicial order or lawfully issued subpoena;
 - f. to parents of dependent students as defined by the Internal Revenue Code, Section 152;
 - g. to appropriate parties in a health or safety emergency; or
 - h. to the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.

The University of South Carolina Beaufort has designated the following items as directory information: a student's name, electronic mail address, local and permanent mailing addresses and telephone numbers, semesters of attendance, enrollment status (full- or part-time), date of admission, date of graduation, school, major and minor fields of study, whether or not currently enrolled, classification (freshman, 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.

The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to him or her. Requests will be processed within 24 hours after receipt. The electronic directory is updated each weekend; requests for nondisclosure will be honored with the next update after the request is processed by the staff of the Office of the Registrar.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605. Questions concerning this law and the University's procedures concerning release of academic information may be directed to the Registrar.

Appeals

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 Office of the Registrar.

Academic Assessment

Assessment, in a university or college setting, can be interpreted in several ways. Assessment can be the process of evaluating the success of a university in meeting its mission and goals (institutional assessment), or it can be the processes associated with evaluating student outcomes in relation to stated program goals (program assessment), or it can be course-embedded assessment techniques used to deliver information and/or evaluate student learning by observing students' skills and abilities.

The University of South Carolina Beaufort is committed to offering programs and activities that encourage students to develop both academically and socially. In order to evaluate the effectiveness of our efforts, faculty, administrators, and staff conduct ongoing assessments. The Office of Institutional Effectiveness and Research assists the faculty, administration, and other staff in gathering and analyzing assessment data. Assessment, therefore, is the ongoing process of self-improvement through analyzing and evaluating all of our functions and activities.

Students, faculty, and staff play critical roles in the assessment process. Consequently, participation in assessment activities is a University priority and responsibility. The information gleaned from assessment activities is used for planning and program improvement. Many of the University's assessment activities are mandated by external agencies. Therefore, all students wishing to receive a degree from the University of South Carolina Beaufort must complete procedures required for the assessment of general education and those required by their major and/or area of concentration. If a student fails to participate in a required assessment activity, a hold may be placed on the student's records.

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

Primary responsibility for coordinating the assessment of general education is with the Office of Institutional Effectiveness and Research. The faculty is actively involved in planning assessment and using the results of

assessment to evaluate the effectiveness of general education. The assessment of general education is administered through the use of exams, interviews, surveys, questionnaires, or other instruments as developed by the faculty and Office of Institutional Effectiveness and Research.

The results of any activities used for program or general education assessment may not be used for promotion and/or tenure files or for annual performance evaluations nor for the evaluation of any student's progress in a course or progress toward a degree. Assessment activities, however, are integral to the processes of teaching and learning.

Assessment Testing of Rising Juniors

The University of South Carolina Beaufort is committed to the assessment and continuous improvement of its programs. To assess the effectiveness of its general education program, the University requires all students to take an examination during the spring semester of their sophomore/junior year (when students have between 60 and 90 hours completed). This examination is used by the University only to assess and improve the quality of its programs. It in no way affects the grades or status of the student in the University. Students do not need to "pass" the examination for any reason. Since accurate testing results are vital to the effective assessment and improvement its programs, the University appreciates the cooperation of students with this process and asks students to make a serious effort on the examination. Students with questions should call the Office of Institutional Effectiveness and Research, 843-521-4137.

Academic Standing

It is the expectation of the University that students will maintain at least a "C" average on all work attempted; on the grading scale employed by the University, this means that a student must maintain a semester, yearly, and cumulative GPA of at least 2.00 in order to remain in good academic standing in the institution.

The following standards regarding scholastic eligibility are applicable to all undergraduate students. However, students will not be suspended from the University unless they fail to meet the standards specified here. Administration of these regulations is the responsibility of the Executive Vice Chancellor for Academic Affairs. A student may be granted relief from these regulations by the Admissions & Petitions Committee only in extraordinary circumstances.

Student Levels

Student Level is determined by the following standards:

First Year (Freshman): An entering Freshman who has never attended any college. Including students enrolled in the fall term who attended college for the first time in the prior summer. Also includes students who entered with advanced standing (college credits earned before from high school) OR admitted under an alternative admission program (Provisional).

Second Year (Sophomore): A student who has completed the equivalent of one year undergraduate work, that is, at least 30 semester hours but less than 60 semester hours in a 120 semester hour program.

Third Year (Junior): A student who has completed the equivalent of two years of full time undergraduate work, that is, at least 60 semester hours in a 120 semester hour program.

Fourth Year and Beyond (Senior): An undergraduate student who has completed the equivalent of three years of full time undergraduate work, that is, at least 90 semester hours in a 120 semester hour program.

Scholastic Deficiency

Any student whose semester, yearly, or cumulative GPA falls below 2.00 is considered to be scholastically deficient.

The Executive Vice Chancellor for Academic Affairs will review all deficiency situations and determine the appropriate action to be taken. Scholastically deficient students who have failed to make satisfactory progress toward completion of the degree may be placed on scholastic probation on such terms as the Executive Vice Chancellor for Academic Affairs may designate or may be advised to withdraw from the major or from the University. Students who fail to meet the conditions of the probation may be required to leave that degree program.

Students are reminded that progression standards may vary from one major to another.

Academic Suspension

A scholastically deficient student's eligibility to continue in the University is determined by the grade point deficit (GPD). The GPD is the number of grade points a student lacks of having a 2.00 GPA. This can easily be calculated by subtracting the number of grade points earned from twice the number of grade point hours attempted: $GPD = (2 \times \text{grade point hours}) - (\text{grade points earned})$

A student's cumulative GPD will be based only on work at USC taken in fall semester 1980 or later.

The record of every scholastically deficient student will be reviewed at the end of each fall and spring semester. The following standards will then be applied:

First suspension: Any student who is scholastically deficient at the beginning of a fall or spring semester will be suspended at the end of that semester if either the yearly or the cumulative GPD is 24 or more. Suspended students will not be considered for readmission to the University until they have served at least one major term and the summer on suspension (approximately eight months).

Subsequent suspension: A student reinstated or readmitted from suspension will be reviewed at the end of the first semester after returning. A grade point average of 2.00 or higher must be obtained each semester to avoid a subsequent suspension.

The duration of a second or subsequent suspension is indefinite and the student can be considered for readmission only after being approved for reinstatement by action of the petitions committee of the college or school to which the student is seeking admission. A favorable decision by the committee is unlikely within two years of the suspension.

A student on suspension may not be admitted to, or continue in, any program of the University for credit or for grade point average purposes. Credit earned at other institutions or by correspondence of any origin while a student is on suspension from the University may not be applied toward a degree from USCB or used for improving the grade point average.

Students are reminded that these rules are for suspension from the University.

Petition Procedures

In addition to previously specified provisions by which a student may petition to waive the application of this suspension policy, a student suspended by this policy has the right to petition the Admissions & Petitions Committee to waive the application of the suspension rule at any time.

Academic Forgiveness for Former USC Students with Less Than a 2.00 Cumulative GPA

Under certain conditions undergraduate students may apply for academic forgiveness. Academic forgiveness allows for a recalculation of the GPA to permit a student to graduate or pursue a specific academic program. In order to apply for academic forgiveness all of the following conditions must be met:

1. The student has not been enrolled at any campus of the University of South Carolina for at least 48 months.
2. The student must have been readmitted to a degree program at the University of South Carolina and must have completed at least 24 hours of approved graded course work prior to applying for academic forgiveness.
3. After readmission the student must have earned a cumulative GPA of at least 2.00 and must have met the progression requirements of the degree program.
4. The student must never before have been granted academic forgiveness.

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to the Executive Vice Chancellor for Academic Affairs. After verification of the student's eligibility, the Executive Vice Chancellor for Academic Affairs shall inform the Registrar, in writing, that academic forgiveness has been granted to the student.

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

1. All curriculum requirements will be in accordance with those in force at the time of or subsequent to the student's readmission.
2. The student may not receive Academic Honors upon graduation.
3. The student's grade point average is recalculated beginning with the semester in which the student was readmitted to the University.
4. Courses in which the student received a passing grade prior to readmission may, at the discretion of the Executive Vice Chancellor for Academic Affairs, be applied toward the degree. All academic hours attempted at USC will be calculated toward the GPA. The student's GPA will be recalculated using the GPA after readmission and a 2.00 on all grade hours taken prior to readmission.
5. The following statement shall appear on the academic record and transcript of any student granted academic forgiveness: "This student was granted academic forgiveness under the University of South Carolina Academic Forgiveness Program. The GPA has been recalculated under the criteria of this program to allow for eligibility for graduation."
6. The permanent academic record will remain an unmodified record of all work attempted at the University of South Carolina.

Academic Honors

Honor Lists

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

President's Honor List: a grade point average of 4.00 earned on a minimum of 12 credited semester hours.

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

No course carried on a Pass-Fail basis, by examination, correspondence, or exemption will be counted toward the 12 hours required for either the President's or Chancellor's Honor List.

Graduation with Honors

Graduation with honors will be based on a cumulative GPA calculated on the basis of all work in the student's college career, including any transferred from other institutions. This calculation will include all courses attempted.

Transfer students who apply to graduate with honors, in addition to their overall record, must show a GPA at USC which meets the level specified for the honors being sought.

The following designations indicate a consistently high level of academic achievement throughout the student's entire academic career. To graduate with such honors, a student should have earned at least 60 credit hours in residence at the University. Courses taken by a transient student at other institutions, by correspondence, by examination, or by exemption are not considered "in residence."

Summa Cum Laude: A cumulative GPA of 4.00

Magna Cum Laude: A cumulative GPA of 3.99–3.75

Cum Laude: A cumulative GPA of 3.74–3.50

Graduation

Fifteen semester hours must be completed in residence in the Military Program in order to receive the A.A. or A.S. degree. For bachelor degrees, the last 30 semester hours must be completed in residence at the University, and at least half of the hours in the student's major courses and in the student's minor courses (if applicable) must be taken at the University. Some programs impose greater student residence and/or major requirements.

Regardless of when students enter the University, they must complete the last 30 semester hours before graduation enrolled in classes approved by the Executive Vice Chancellor for Academic Affairs. In addition, all degree applicants are urged to confer with their advisors about their programs and degree requirements prior to the beginning of their last semester of residence at the University.

"In residence" means that the student was regularly enrolled at USCB; took the course at USC Beaufort or one of the other campuses of the University of South Carolina; was a member of a class which was supervised by a regular faculty member of USC; attended classes on a regular, pre-established schedule; and in other ways conformed to the requirements which are normally connoted by the term in residence. In-residence requirements may not be met by courses for which credit is earned by exemption or exam, courses taken by correspondence, or courses for which transfer credit was awarded. Courses taken under the Pass-Fail option meet in-residence requirements. If the student has not established credit for the prescribed number of hours in residence, then the student is not eligible either for graduation with honors or for graduation on the basis of having completed 30 semester hours of work during the senior year at the University.

All candidates for degrees and certificates must file formal applications during the last academic term before graduation with the Registrar. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded or within the first 10 days of the first summer session.

In order to be eligible for graduation, students must meet all course requirements, be in good academic standing, meet any departmental or program requirements, and have a cumulative GPA of at least 2.00 on all work attempted at USC.

Second Baccalaureate Degree

At times the University confers a second baccalaureate degree upon candidates who have completed requirements for the second degree.

The following specifications for a second baccalaureate degree apply:

1. The student must meet admission and progression requirements for the second degree, and must have received formal approval to pursue the second degree from Program Directors under each degree and the Executive Vice Chancellor for Academic Affairs.
2. All requirements for the second degree must be fulfilled.
3. The additional requirements for the second degree must include a minimum of 24 semester hours beyond those required for the first degree.
4. No course that satisfies a general education, major, minor, cognate, or requirement other than a free elective for the first degree may be applied to the major field of the second degree.
5. The student must file a separate degree application for the second degree in the Registrar's Office.

Under this policy a student may apply for two degrees at one time or separately. In either case, the student receives two diplomas. It should be noted that a second major does not by itself lead to the conferral of a second degree.

Second Major

In some degree programs, a student may elect a second major. Normally, second majors are possible only in degree programs with similar general education requirements. The second major option is not available among all degree programs.

1. The student must meet admission and progression requirements for the second major.
2. The student must have received approval from both Program Directors for each second major.
3. All requirements for the second major must be fulfilled.
4. All general education and special degree program requirements normally associated with the second major must be fulfilled.
5. In cases where the first major and the second major lead to different degrees, the student must designate one as the official degree of record. A second major eliminates the cognate requirement; however, special degree program requirements normally completed as part of the cognate are not waived. Fulfillment of the requirements for a second major are indicated on the student's official transcript upon graduation. No notation for a second major is placed on the official transcript for course work completed after graduation.

USCB Minors Policy

A minor consists of 18 hours specified by a discipline or an interdisciplinary program.

At least half of these hours must be completed at USCB, and the student must pass all courses completed for the minor with a C or better.

Courses used to satisfy requirements for the minor may apply toward a student's general education requirements but cannot be applied toward a student's major.

If a student elects more than one minor, these minors may not have any courses in common.

Completion of a minor is not required for graduation, but students may elect to complete a minor and have it noted on their transcripts. To have a minor certified and noted on a transcript, a student must obtain a Minor petition from the Office of the Registrar and file it no later than the second week of the semester in which the student plans to graduate.

STUDENT DEVELOPMENT

The Division of Student Development has offices located in the Sandstone Building on the North Campus and in the Hargray Building at the South Campus. Any questions concerning student life, rights, and responsibilities should be directed to the Vice Chancellor for Student Development. These areas include admissions, academic advising and career planning, financial aid and scholarship services, disabilities, testing services, tutoring, Pathways to Success, military programs, intramurals, student activities, student employment, student life, student orientation, the Opportunity Scholars Program and residence life.

Purpose Statement

As an administrative office of the University of South Carolina Beaufort, the Student Development Office supports the overall mission of the university by providing services and programs for students, faculty and staff. The Student Development Office provides both administrative and co-curricular services and programs for students at the University of South Carolina Beaufort. Its mission is two-fold: to guide students through the university's administrative process and to serve students by providing co-curricular activities designed to capitalize on the wealth of traditions and opportunities of the Lowcountry. Student Development strives to help students address the challenges of academic life and gain the leadership skills they will apply upon graduation. As partners in the educational process, Student Development offers services and programs designed to complement and enrich the classroom experience, to meet the developmental needs of a diverse student population and to prepare students to take an active role in achieving their intellectual and interpersonal potential.

On Campus Housing

Palmetto Village Apartments is proud to offer student housing on the South Campus. The Village offers students an opportunity to live with their classmates to create life lessons, friendships and memories. The Village management team will work to foster a sense of community by sponsoring various events and providing educational, social and wellness assistance to residents. Palmetto Village provides true luxury student apartments that include fully furnished units, private bedrooms, full kitchen and amenities such as Internet, cable and local phone. Please visit our web site to learn more about our community: www.palmettovillage.com

Student Activities

An important part of attending college is the opportunity to participate in student activities. 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. The richness of the college experience depends on how much the student is involved in the activities of the institution.

Any person who is admitted, enrolled, or registered for study at the University of South Carolina Beaufort for any academic period is considered a student and eligible to participate in student activities. In addition, persons who are not officially enrolled for a particular term but who have a continuing student relationship with the University of South Carolina Beaufort are also considered students.

There are many student organizations and committees on USCB campuses offering opportunity for student involvement. Campus clubs and organizations include a variety of special interest groups, service groups, social groups and academic honors. In addition, intramural activities provide opportunity for students to exercise their physical talents or develop new ones. The Student Lounge provides a comfortable lounge setting, snack facilities, meeting and work area for student organizations.

University of South Carolina Beaufort student activities are funded from a portion of student fees. These activities offer students a chance to apply and expand upon their classroom experiences. Student organizations

routinely sponsor events for the entire USCB campus as well as for their own membership. Programs related to distinctive community service, social, leadership, media, and academic interests are coordinated by clubs and organizations on both the North and South Campuses. The opportunity to gain knowledge and experience in various fields is provided by participation in organizations with academic connections while service organizations provide participation in community affairs and allow students to volunteer support for various worthwhile causes. In most cases, membership is open to anyone. Students interested in joining student organizations should contact the Office of Student Life by calling (843) 521-4176 on the North Campus, (843) 208-8115 on the South Campus, or by e-mailing USCBlife@gwm.sc.edu.

Student Government Association

The USC Beaufort Student Government Association (SGA) provides students with the opportunity to participate in student activities planning and to cultivate leadership skills in the legislative process. SGA is the official voice of the students. The objectives of SGA are:

1. To act as a channel through which student concerns and questions may be brought to the University administration;
2. To distribute fees paid into the SGA treasury to the affiliated student organizations and other special projects;
3. To encourage a spirit of cooperation and understanding within the University and the community;
4. To have representation on the appropriate faculty and institutional committees and to play a role in institutional decision-making. All full or part-time students registered at USC Beaufort are members of SGA and subject the SGA Constitution by virtue of their registration. Every member is encouraged to vote in SGA elections; and all students are encouraged to attend SGA meetings, voice concerns and questions, and seek elected positions. SGA is committed to promoting cultural diversity through the acceptance and understanding of the needs of the student body and administration. If you are interested in learning more about SGA, stop by the Student Life Office, Room 118A in the Sandstone Building at the North Campus, or call 521-4176 on the North Campus or 115 Hargray Building, 208-8115 on the South Campus.

All full or part-time students registered at USC Beaufort are members of SGA and subject the SGA Constitution by virtue of their registration. Every member is encouraged to vote in SGA elections; and all students are encouraged to attend SGA meetings, voice concerns and questions, and seek elected positions. SGA is committed to promoting cultural diversity through the acceptance and understanding of the needs of the student body and administration. If you are interested in learning more about SGA, stop by the Student Life Office, Room 118A in the Sandstone Building at the North Campus, or call 521-4176 on the North Campus or 115 Hargray Building, 208-8115 on the South Campus.

Student Clubs and Organizations

Student Clubs and Organizations are formed by the USCB students in cooperation with faculty and staff advisors and the Office of Student Life. Students are encouraged to take advantage of the opportunity to participate in the following recognized student organizations as members and officers. *Depending on the needs expressed by USCB's changing student body, organizations may become temporarily inactive or additional clubs reflecting new interests may be added to provide further offerings.*

Student Government Association

Represents the student body and plays a role in institutional decision making and addresses student concerns.

Student Activities Board

Plans and coordinates student activities for the student body at both the North and South Campuses.

African American Student Association

The AASA exists to support academic success among African-American students while also providing the means to address the cultural and social needs of African American students. The AASA strives to strengthen the relationship between USCB and the African-American community. Membership is open to all students, staff and faculty.

Business Club

The Business Club was founded to provide business administration majors with opportunities for growth and enhancement in the field of business while also allowing for improved contacts and relations between the University community and the business community of greater Beaufort. Current and former students, as well as faculty and alumni, are eligible for membership.

Chi Delta Chi (National Student Organization for Veterans)

Promotes and recognizes academic excellence among currently enrolled veterans, active military, and military dependants.

Club Anime

Provides a venue for students interested in contemporary forms of animation arts.

Education Club

This club was founded to provide education majors with opportunities for growth and enhancement in the field of education as well as providing service to the community.

Gamma Beta Phi

This scholastic, honor and educational service organization seeks to recognize and encourage educational excellence; to promote the development of leadership, ability and character in members; and to foster, disseminate and improve education through appropriate service activities. Membership, by invitation, is open to students who have completed 12 credit hours and are in the top 20 percent of their class.

History Club

Provides history majors with opportunities for growth and enhancement.

Hospitality Management Association

This club was founded as a social forum to provide support for students interested in Hospitality Management in the pursuit of academic and professional excellence. Participation also serves to help students develop contacts in the industry, increase awareness of job opportunities, encourage students to interact with hospitality professionals, promote professionalism, encourage standards in the field.

Human Services Student Organization

The goal of the Human Services Student Organization (HSSO) is to provide personal and professional development opportunities for USCB students, University graduates, faculty and staff interested in making a difference through service learning activities.

Psychology Club

Provides students of the social sciences with opportunities for academic and professional development. Provides access to information on graduate school programs and prospective job opportunities and acts as a forum for active dialogue among students and scholars in the field of psychology. Creates student solidarity based on similar educational and occupational aspirations. Recognizes students for outstanding scholarly performance in Psychology.

Roges & Vacaboundes (USCB Drama Club)

The USCB drama club, Roges & Vacaboundes, is an organization designed for students who are interested in any aspect of theater- including acting, directing, and design. Student also participate with the Rafael Sabatini

Players, a community based theater group that performs in the USCB Performing Arts Center Auditorium. Other activities include workshops in acting, directing, and make-up. Membership is open to any USCB student or interested individuals. The club is facilitated by a coordinator and managed by committees.

The Shrimp (USCB Student Newspaper)

A free student press, written and edited by USCB students, The Shrimp reports on campus and community issues and informs the student body of campus events. All students, staff and faculty are encouraged to submit articles.

Chartering a New Student Organization

Organizations that wish to use University facilities and privileges must be officially recognized through a procedure administered by the Director of Student Life. The chartering of new student organizations, applications for funding, and use of campus facilities are made during the fall and spring semesters through the Office for Student Life. Recognition is obtained by submitting completed registration forms, membership lists and a constitution.

Students interested in forming a new organization may obtain an Organization Recognition Form to provide the following information:

- Name
- Purpose
- Proposed functions or activities
- Proposed budget request of SGA (if any)
- Signatures of the student applicant and faculty sponsor.

Official recognition of a student organization does not by itself constitute any type of endorsement, sponsorship, or liability by the University of South Carolina Beaufort.

Intramurals

Intramural activities are available to USC Beaufort students on the North and South Campuses in a variety of sports such as basketball, softball, volleyball, bowling, football, and golf. Students may organize their own teams and submit a list of participants to the Director of Student Life. Students desiring to participate in intramural activities or to help organize events should contact the Office of Student Life.

Orientation

Orientation programs are offered for all new freshmen and transfer students. Orientation is designed to ensure a smooth transition to USCB by familiarizing students with the policies, procedures, opportunities, and people associated with USC Beaufort. Several orientation programs are scheduled before the beginning of the fall semester.

New Student Orientation

New student orientation at USCB is a process that begins at the point an applicant submits an application to USCB and culminates with *Welcome Week* during the first week of classes. The process which is done over a period of time and may involve more than one program, involves:

- Correspondence to students that acknowledges their applicant status and informs them of advising and registration dates
- Placement testing
- Information regarding
 - University resources, policies, and procedures
 - Academic advising

- Registration for classes
- Student life
- Degree program requirements
- Fee payment and financial aid information
- The transition from high school to college
- Students are introduced to faculty and staff as well as continuing and other students
- Recognizing the important role of family in the success of the new student, a program for family members is also offered.

Student Recognition, Awards, and Service

Awards and Recognition

University of South Carolina Beaufort students are encouraged to develop their full potential through academic achievement, co-curricular activities, and community service. Each spring USC Beaufort holds an Awards Ceremony to recognize outstanding academic or civic achievements within the USCB community. Some of the awards include:

Darwin B. Bashaw Award

Named in honor of former USCB Dean Darwin Bashaw, this award is presented annually to the outstanding USCB student of the year.

Walter C. Service III Award

This award is presented annually to a mature student who best exhibits enthusiasm for teaching, a caring attitude towards children, and strong leadership potential in the field of education.

Student Publications

A variety of mechanisms have been established at USCB to foster good communication on campus. Special-interest bulletin boards are identified and available at different sites for various clubs, organizations, and special interests. In addition, several boards are available to post job opportunities, personal ads, and general notices. Students are also welcome to submit items of interest for inclusion in the student newspaper by e-mail USCBnews@gwm.sc.edu. If you have any questions or suggestions for ways to improve campus communication, please see the Director of Student Life.

The Shrimp. USCB's award-winning student newspaper serves as the historical chronicle of USC Beaufort student life. The paper is published during the Fall and Spring semesters. A student editorial staff and student writers and photographers are responsible for the composition of the newspaper. Students write the majority of articles with special contributions made by faculty and staff. Student opinions are not censored, however, they strictly adhere to responsible journalistic practices.

Literary Publications

The Poetry Workshop and the Fiction Workshop produce periodic publications. For more information about these organizations and their publications, see your English professor.

Student Publications Policy

Decisions regarding the content of student publications are the responsibility of the student editorial members. The faculty/staff advisor acts as a facilitator and liaison. Decisions should adhere to South Carolina libel laws and community standards regarding published materials.

ACADEMIC SUPPORT

Advisement & Academic Success Center

The Academic Success Center is a network of free services designed to help students succeed at USC Beaufort. The ASC office is located in 124 Sandstone Building on the North Campus and 159 Hargray Building on the South Campus.

Gay Birnbaum, Director: 124 Sandstone Building (North) 843-521-4129, 159 Hargray Building (South) 843-208-8263, birnbaum@gwm.sc.edu

Jane Chakides, Assistant: 124 Sandstone Building (North) 521-3124, jhchakid@gwm.sc.edu

The ASC has 5 components:

- Academic Advisement
- Career Services
- Disabilities Services
- Testing Services
- Tutoring Services

Academic Advisement

Our mission is to assist students to become successful and self-directed. To that end, academic advisors are committed to helping students identify and evaluate academic paths that appear to be in their best interests. Advisement at USC Beaufort, shared by all full-time faculty members, is a collaborative, continuous process of evaluation and clarification, a process leading to student development, growth, and maturity. With the students' life goals in mind, students and advisors define and assess choices and consequences, ranging from degree program selection to course selection leading to graduation. While the advisors' role is critical in this process, the ultimate responsibility for advisement decisions rests with students.

The Academic Success Center directs academic advisement at USCB. Students will be assigned to advisors by the ASC staff dependent on their course of study and status of admission. When a change in major is initiated through the Registrar's office, the ASC may need to change the advisor as well. Based on the intended major, students are assigned to Program Directors, who may assign students to faculty advisors in their program. Students who are working toward degrees that are not offered at USCB are assigned to specified advisors knowledgeable in those areas. Students who are undecided are advised in the Academic Success Center on the North Campus and South Campus and by the Director of Advising in Student Services on the South Campus.

Students with less than 30 completed credit hours and new transfer students are required to meet with their assigned faculty advisor and submit a completed Student Advisement Form to the Registrar's office before initiating the registration process. Students in these categories who are advised in the Academic Success Center on North Campus and South Campus and by the Director of Advising on South Campus will be released by these offices to initiate the registration process.

USCB students with 30 or more credit hours and an overall GPA of 2.00 or higher are not required to meet with their advisor or submit the Student Advisement Form to the Registrar's office. It is the responsibility of students to meet with their advisor at least once per academic year to ensure that they are meeting degree requirements and to keep informed of any changes in programs, policies, or procedures. Students with 30 or more hours will need to call one of the following offices to have their registration hold lifted:

Academic Success Center Director.....	521-4129 or 208-8263
Admissions Director.....	521-4101 or 208-8118
Director of Advising, South Campus.....	208-8029
Military Offices Coordinator.....	521-4107
Opportunity Scholars Program Director.....	521-4174 or 208-8262
Registrar/Assistant Registrar.....	521-4102 or 208-8050

After staff members receive calls from students, they will verify that the credit hour and GPA requirements have been met and then remove the registration hold. The hold may be lifted immediately or within 24 hours. Students will be notified of the action.

Questions concerning the advisement process may be directed to the Academic Success Center or Admissions at the above numbers.

Information, advice, and interpretation of University policies offered by advisors do not supersede the official statement of policies and academic regulations described in the University Bulletin. Exceptions to University regulations cannot be made by academic advisors. Any exceptions to the policies and regulations set forth in the University Undergraduate Studies Bulletin must be made by the Executive Vice Chancellor for Academic Affairs.

Career Services

Career Services is part of the network of free support services provided by the Academic Success Center for the purpose of assisting students with career related issues: deciding on a college major, choosing a career, career planning, and the job search. Our office offers individual career counseling, administration and interpretation of career interest inventories, the South Carolina Occupational Information System (SCOIS), access to and support of the USC career website, information on graduate schools, a career resource library, an employment notebook of job postings, and resume and cover letter review.

Disabilities Services

The University of South Carolina Beaufort believes academically qualified individuals with disabilities should have equal opportunity and access to a quality college education. We are actively involved in fostering an environment that encourages full participation by students with disabilities in every segment of the University. Disabilities Services facilitates services and accommodations to meet the various needs of students with disabilities at the University, in accordance with Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990.

All students must meet the same admissions criteria. Disabilities Services does not determine the acceptance of students to USCB. For admission requirements, please contact Admissions at (843) 521-4101 or 208-8118.

Services and Accommodations

A range of individualized support services and accommodations are available to students with documented disabilities who are registered with Disability Services. The accommodations are based on the nature and extent of each student’s disability. Accommodations and services are determined through confidential interviews with the Director. Some of the services and accommodations include:

- Classroom reassignments for access
- Extended time for tests
- Equipment loans (e.g. tape recorder)
- Note takers
- Test proctoring
- Exam scribes

Classroom Accessibility

Students with documented disabilities may request that adaptive equipment be placed in the classroom as a reasonable accommodation. When the room itself is not accessible to a student, the course may be moved to an accessible location. Students needing these accommodations should register during the official registration period and notify the Disabilities Services office of any necessary accommodations at least 30 working days prior to the first day of class. This will ensure that Disabilities Services has ample time to honor the request and notify other students and faculty affected by the change.

Documentation

Any student requesting accommodations on the basis of a disability must provide current written documentation of the disability and its impact on student life to the Director of Disabilities Services/Academic Success Center. The Director and the student will meet to determine appropriate accommodations based on the documentation and on the requirements of the program or class in which the student is participating. Documentation may be provided by a physician or another licensed professional in a field appropriate to the disability. Examples of other licensed professionals are a psychologist, vocational rehabilitation counselor, audiologist or speech pathologist. **Although an Individual Education Plan (IEP) from high school may provide helpful information, it may not be an accepted source of documentation unless it includes results of recent specified tests.**

In keeping with Federal guidelines provided by the Office of Civil Rights, Disability Services defines current documentation as a diagnosis or report made no more than three years prior to the current date. An exception to that rule would be psychological disabilities, which would require documentation of six months or less. (This requirement follows Educational Testing Service guidelines.) Students may need to have a release between their physician, psychologist, or other professional and Disability Services on file to facilitate clarification of any written documentation.

The following criteria serve as a guideline for documentation:

- Cannot be more than 3 years old. Documentation older than 3 years is not acceptable.
- Must be typed on letterhead.
- Must state qualifications of doctor.
- Must include a detailed description of the disability, including PDR # or a DSM code. The doctor will be familiar with these. Should also include the date of diagnosis.
- Must include a detailed description of how the disability affects you. The doctor should provide information on the student's current condition and how this condition interferes with or impacts the ability to participate in the educational process.
- If applicable, should include medical information relating to the impact of medication and/or treatment on the student's ability to participate in all aspects (classroom, extracurricular activities, etc.) of the academic environment.
- The doctor should include any recommendations h/s may have for appropriate accommodations within the context of the university environment.

Detailed guidelines for documentation of Physical Disabilities, Attention Deficit/Hyperactivity Disorder (ADD/ADHD), Psychological Disabilities (not learning or ADD/ADHD), and Learning Disabilities (not ADD/ADHD) are available in Disabilities Services.

The "First Step" and "The Process" are available at

http://www.uscb.edu/a/Admissions/Advisement_Academic_Success_Center/Disability_Services/?page_id=566

Testing Services

Placement Exams for USCB Students

Placement tests in English, Foreign Language and Mathematics are provided free of charge for USCB students. These exams are used to determine proficiency in the tested subject areas and, in foreign language and math, to permit exemption of lower-level courses with movement to the appropriate upper-level course. Course exemption does not result in course credit.

The foreign language placement exams are optional but recommended for students who have recently and successfully completed two or more years of the same foreign language (French, German, Latin or Spanish).

New students are tested in English and Math in conjunction with New Student Orientation programs. The placement testing schedule and information may be viewed from a link on the Academic Success Center website. For further information, students may contact the following offices: the Student Services office at the South Campus, the Academic Success Center at the North or South Campus, or the USCB site at the Marine Corps Air Station or at Parris Island. Allow 30 to 45 minutes for each exam. Score results will be filed electronically and in the student's permanent folder in the Registrar's Office. Students may view their results on VIP (Academics menu, Show Me Placement Test Scores).

USCB Test Monitoring Service

USC-Beaufort staff members proctor exams for the following students:

USC Distance Education Students

North Campus:

Contact Geni Flowers at (843) 521-4122 or email: meflower@gwm.sc.edu
USCB Library, North Campus, Sandstone Bldg., 801 Carteret St., Beaufort, SC 29902

South Campus:

Contact Melanie Hanes at (843) 208-8022 or e-mail: hanesml@gwm.sc.edu
USCB Library, One University Blvd., Bluffton, SC 29909

Other institutions' students who need to take an exam away from their home campus
Contact Jane Chakides at (843) 521-4124 or email JHChakid@gwm.sc.edu
Academic Success Center, Sandstone Bldg, room 124, 801 Carteret St., Beaufort, SC 29902

This service is subject to staff and space availability.

Fees: There is no charge for USC students. The charge for students from other institutions is \$10 per exam. Fees are payable to USC Beaufort in the Business Office during office hours. Students must present their receipts to the test proctor before tests will be given.

Guidelines for providing and administering the examinations are available on the ASC website
http://www.uscb.edu/a/Admissions/Advisement_Academic_Success_Center/Testing_Services/Test_Proctoring_Services/?page_id=575

USCB Interactive Video Conferencing

For information regarding our Interactive Video Conferencing capabilities, please contact our IT Department at 208-8085.

Tutoring Services

Free tutorial services are available by appointment to help current students in the areas of Chemistry, Math, Physics, Writing and ESOL. Hours are coordinated with day and evening class schedules and are posted outside the center, on notice boards around the campus, and on the ASC website. Tutors in additional subject areas may be provided as needed and if fundable by submitting a Special Tutor Request form to the Academic Success Center at North or South Campus. This form and Tutoring Options, a list of self-help suggestions, for improving class performance in addition to or as an alternative to tutoring, are available on the ASC website or in the Academic Success Centers North and South and Student Services South. Additionally, students can obtain free tutoring support at any time of day or night by accessing tutorial websites in various academic disciplines on the ASC website. Resources such as software, workbooks, textbooks, and audio and video materials are also available to complement the tutorial sessions or for students interested in improving their skills.

For more information about the Academic Success Center, students may visit the ASC located at the North Campus in 124 Sandstone Building or at the South Campus in 159 Hargray Building, view the website at http://www.uscb.edu/a/Admissions/Advisement_Academic_Success_Center/?page_id=563 or telephone 843-521-4124 or 843-208-8263.

Information Technology

Information Technology at USC Beaufort enables students, faculty, and staff to meet both academic and administrative technology needs. This unit provides computing, networking, voice, video and Web services, classroom technologies, and support for eLearning activities. Access is provided to a variety of on-line tools such as e-mail, printing, internet access, Web-based courses and course materials, registration, grades, fee payment, library resources, student information systems, and financial and human resources databases. These services are provided at both USCB campuses and many are accessible anywhere or anytime via the internet.

All computers at USCB have full access to the Internet and the Internet2 research network. All classrooms at USCB have network access, several are configured for satellite transmitted courses and materials, and fifty percent are enhanced with imbedded multi-media technologies. These enable technological presentations and create a media-rich, hands-on learning environment for the USCB community. USCB Computer Services staff provides training and assistance to faculty, staff, and students in the use of university technologies.

USCB has two academic computer labs, two instructional computing classrooms used for instruction as well as computers in the library and other academic areas such as the Academic Success Center. One academic computer lab is located in the Hargray Building at the South Campus, the other in the Sandstone Building on the North campus. Both labs are open to all USCB students, faculty and staff as well as any USC system students. Both labs and the instructional computer classrooms house modern computer equipment running Microsoft Windows operating systems and the full Microsoft Office Suite as well as other software supporting our academic courses.

The University of South Carolina Beaufort administration is committed to continually enhancing and upgrading USCB's information technology resources through the use of tuition, student technology fees and grant resources. Every effort is made to provide our students with the most contemporary hardware, software, on-line services, and internet access. Computer resources are open to the entire University community. USCB strives to provide a learning environment enhanced through the effective use of technology.

Opportunity Scholars Program

The Opportunity Scholars Program (OSP) is a federally funded student support program for eligible students at the University of South Carolina Beaufort. The Opportunity Scholars Program is funded by the US Department of Education TRIO initiative. The goal of the program is to increase the college retention and graduation rates of its participants and to facilitate the process of transition from one level of education to the next. OSP provides a comprehensive list of services including the following:

Academic Counseling

All OSP students receive academic advisement on an individual basis. Students' schedules and academic progress are monitored closely each semester.

Peer Tutoring

OSP offers tutoring in a variety of subjects. There are workshops available to strengthen study strategies and personal management skills.

Technology Access and Support

The OSP lab provides access to computers with Microsoft Office, e-mail, internet connection, and self-paced learning programs. Laptop computers, scanners, graphing calculators, and printers are also available for student use.

Peer Mentoring

Peer mentoring is a service designed to assist first-year program participants by providing exemplary OSP students to serve as mentors. They provide on-going support and encouragement.

Financial Aid Assistance

OSP offers support in a variety of topics related to financial aid and scholarships. For example, OSP staff can assist students in completing financial aid paperwork, searching for relevant scholarships, and minding important financial aid deadlines.

Group Activities

Throughout the year, OSP students have the opportunity to participate in a wide range of cultural events, social activities, community service and academic enrichment.

Career Development

Each OSP student receives assistance in clarifying their career path and setting realistic career goals.

Graduate School Guidance

OSP provides information and assistance with identifying relevant graduate programs and completing related applications; guided campus visits to perspective institutions are also provided.

The Opportunity Scholars Program is located on the North Campus in room 124 of the Sandstone Building and on the South Campus in room 159 of the Hargray Building. For more information visit the OSP website at www.sc.edu/beaufort/osp or call 521-4168 or 208-8159 for more information.

Military Student Services

While the USCB Military Program is designed specifically for active-duty military personnel and their family members; civilians are welcome to take courses at the Marine Corps Air Station (MCAS) and the Marine Corps Recruit Depot (MCRD) on Parris Island on a space available basis. USCB offers five eight-week semesters each year. Classes begin in January, March, June, August, and October. Military personnel and military family members are authorized to take courses on both military installations as well as the North and South Campuses. The program offers a wide range of general education courses, as well as some upper-division courses. It

awards the Associate of Arts and Associate of Science degrees; but only active-duty military personnel and their family members are eligible to earn these associate degrees.

Admissions

There are two categories under which military persons can attend. Initially, under the category of “Military Special Student,” military personnel are admitted quickly to USCB without the need to submit a high school transcript, college transcripts, or SAT/ACT scores. This allows students time to request transcripts or take College Board exams before applying to the University as a “degree-seeking student.” The Military Special status requires no application fee and allows students to take courses for transfer to other institutions. Although students may apply to become degree-seeking at any time, we encourage any student with fifteen hours to submit the appropriate documentation to be fully-accepted as a degree-seeking student. This would make the student eligible for a SOCMAR or SOCNAV student agreement to complete an associate degree. See Degree Completion section. Transfer work, military experience, and CLEP tests are not evaluated for credit until the Military Special student begins attending as a degree-seeking student.

A maximum of 30 semester hours of credit earned while classified as a Military Special Student in the University may be applied toward meeting the requirements for a baccalaureate degree.

The second category is called a “degree-seeking student.” A degree-seeking student is considered either a freshman or transfer student. When a student applies to become degree-seeking, the appropriate documentation, which may include transcripts and SAT or ACT scores, must be submitted along with a degree-seeking application and the application fee. Once the student is accepted to the University, transfer work, military experience, and CLEP tests can be evaluated and then become a permanent part of the student’s academic record with USCB.

Military Experience for Credit

Credit can be awarded for educational experiences in the military, such as recruit training, MOS schools, and MCI correspondence courses. There is a limit on the amount of credit that can be awarded for military experience and correspondence courses combined. For an associate degree, the maximum amount of credit for combined military experience and correspondence courses is 15 semester hours; 30 for a baccalaureate degree. Credit for military experience is counted as elective credit.

The credit which may be awarded for educational experiences in the military must be in accordance with recommendations published by the American Council on Education and be consistent with University policy on the transfer of credit but will only be applied to a degree program upon the approval of the Executive Vice Chancellor of Academic Affairs. Note: Not all baccalaureate degrees accept the full thirty hours of military credit.

In order to have military experience evaluated, a student must attend as a “degree-seeking student.” For Marines or Sailors, the official record of military educational experiences is called a SMART transcript. An official copy may be ordered at the military Education Office on each base. Once the official SMART transcript has been received, the Director of Military Programs will evaluate the military experience. It takes about 6-8 weeks for the military credit to post to the student’s USCB transcript. For members of other armed services, contact the Director of Military Programs to obtain information about ordering an official military transcript.

Degree Completion

USCB is a member of Service members Opportunity Colleges (SOC), which is a consortium of colleges that work together in order to make it easier for military students and their family members to complete a degree. If a military student or family member is transferred, he or she can obtain a SOCMAR or SOCNAV student agreement that will allow the student to complete the associate degree requirements at the next duty station and still earn an associate degree from USCB. The following criteria must be met:

1. The student must complete fifteen hours with USCB.
2. The student must attend at least one semester as a degree-seeking student.
3. Student must maintain a cumulative GPA of a 2.0.
4. Degree requirements must be completed within five years of leaving USCB.

The SOCMAR and SOCNAV degree completion programs do not apply to baccalaureate degrees.

Director of Military Programs; Les Brediger
North Campus PHN# : 843-521-4107
PI PHN# : 843-228-2107
MCAS PHN# : 843-228-7499
Email : lbredige@gwm.sc.edu

Military Programs Assistant at MCAS: Dawn Beattie
MCAS PHN# : 843-228-7499
Email : DMcNaugh@gwm.sc.edu

Military Programs Assistant at PI: Beverly Harris
PI PHN# : 843-228-2107
Email : HarrisB3@gwm.sc.edu

CAMPUS SERVICES

Libraries

Professional Staff

Ellen Chamberlain, Director
 Melanie Hanes, Assistant Director & Distance Education Coordinator, South
 Geni Flowers, Assistant Director & Distance Education Coordinator, North
 Dudley Stutz, Instructor Librarian, Interlibrary Loan & Serials
 Donna Moore, Instructor Affiliate Librarian / IT Specialist
 Mae Mendoza, Circulation Supervisor, North
 Gail Jung, Circulation Supervisor, South

The USCB libraries strive to provide students with the materials and skills necessary for academic success at the University and for personal success as information-literate citizens of the twenty-first century. The libraries purchase and organize well-rounded, accessible, curriculum-based collections and provide course-related bibliographic instruction in the use of library research tools in all formats to classes and individuals. Interlibrary loan services are available to students and faculty upon request.

The libraries support the University's vision of becoming recognized across the state and within the region for excellence in teaching by providing faculty members with access to the materials and bibliographic assistance they need for both professional development and academic research.

The USCB libraries offer students and faculty access to the University System's online Millennium catalog, and to DISCUS and Collegiate DISCUS, statewide collections of full text databases funded by the General Assembly, CHE, and the State Library. Additionally, the USCB libraries provide expanded searching capability by supporting a digital library of resources on the Web and by subscribing to discipline-specific electronic databases in the humanities, sciences, professions, literature and the arts.

The libraries are open six and seven days a week. Library hours are extended during the regular fall and spring semesters when classes are in session but vary during vacation periods and throughout the summer. Please check the library Web page or call the libraries at 843-521-4122 (North Campus) and 843-208-8022 (South Campus) for a listing of current hours of operation. You may also consult the Web page for information on library services, holdings, policies, procedures, staff, and Internet research sources.

The libraries comprise an integral part of the University's academic instructional program. The following services and resources are available to all registered students:

Traditional and Non-traditional Library Services:

- Reference and research assistance
- Classes in bibliographic instruction
- Internet access terminals
- Information and technology literacy support
- Paper-based and electronic reserves
- Library Web page with links to full-text and citation databases and Internet research resources
- Remote access from home to library databases, including the statewide DISCUS and Collegiate DISCUS databases
- Online tutorials and library evaluation forms
- Interlibrary loan borrowing and high speed document delivery
- Self-service photocopying equipment
- Computerized circulation system
- Online access to 2.6 million books, periodicals, and other materials in USC system libraries
- Online access to the catalogs of state and regional college and university libraries
- Staff of professionally trained librarians at both library locations

Curriculum labs at both library locations and juvenile book collection for undergraduate education majors
State Government Documents, North Campus
Collaborative computer center, South Campus
Cyber Café, South Campus

Collections:

Book and bound periodical collections of 72,000+ volumes in print
E-book collection of 19,000 titles
Microform collection of 8,900+ items
Journal and newspaper print collections of 126+
Electronic full-text periodical title collections of 27,400+
South Carolina state documents collection of 4,746+ items

Loan Periods

Three weeks for current USCB students
Academic year for faculty and staff
One week for juvenile collection titles
Varied loan periods for reserve and interlibrary loan materials

Computer Resources

The University of South Carolina Beaufort is committed to continually enhancing and upgrading USCB 's library and other on-campus computer resources through the use of student technology fees and tuition. Every effort is made to provide students with modern hardware, software, network, and Internet access. Computer resources are open to the entire University community but certain software packages, due to license agreement restrictions, may not be available to community patrons. The University of South Carolina Beaufort strives to provide an atmosphere for learning in all its computer facilities.

Presentation of current "Carolina One Card" University ID required for check-out.

USCB Bookstore

The University Bookstore serves the campus community at the North and South Campuses. Inventory includes all required textbooks, lab supplies, supplementary materials, study aids, office supplies and USC/USCB imprinted clothing and gift items.

University Bookstore
North Campus – PAC Building
801 Carteret Street
Beaufort, SC 29902
Phone: 843-521-4120
Monday through Friday
8:30 a.m. to 5:00 p.m.

University Bookstore
South Campus – The Gateway to Hilton Head
1 University Boulevard
Bluffton, SC 29909
Phone: 843-208-8020
Monday through Friday
8:30 a.m. to 5:00 p.m .

(Hours are extended during the first week of classes)

Refund Policy

The University Bookstore offers refunds and exchanges. Textbook refunds may be returned for a **limited** time for a full refund under the following conditions:

- A full refund is granted the first week of classes with proof of purchase.
- A full refund is granted the second week of classes with proof of purchase and a drop/withdrawal form.
- An original sales receipt is required for all refunds and exchanges.
- Merchandise must be returned in the same condition as when purchased.
- New textbooks must be in absolutely new condition and free of markings.

- Bookstore personnel are the sole judges in determining the condition for textbooks when returned.
- Special orders and trade/reference books are not returnable.
- The refund schedule for each term is available in the Bookstore, listed in campus publications and listed at the Bookstore website each semester. Contact the University Bookstore for complete textbook refund policy.

Book Buyback

The University Bookstore hosts an outside vendor at the end each term to conduct buyback. Procedures and timeline for book buyback are posted in prominent locations

Online Information

Students may access pricing and purchasing information at the USC Beaufort Bookstore website, www.uscbbookstore.com. Secure online purchasing is provided along with updated postings of purchasing, refund and buyback deadlines.

Contact Information

Email: uscbbookstore@gwm.sc.edu
url: www.uscbbookstore.com

SAFETY AND GENERAL REGULATIONS

Safety at USCB

USCB is concerned about safety issues for all of its students. The Student Right-to-Know Act published in (USC Regional Campuses Student Right-To-Know and Campus Security Act Policies 2000-2001 or www.rccc.se.edu/srtkow) 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 USCB safety at (843-521-4140).

All students are encouraged to take special precautions in order to protect themselves from injury, theft, or personal attack while on campus. Personal belongings should be kept in a secure place to prevent the possibility of theft. Walk in groups of two or more, especially at night. Walk with a purpose and avoid secluded locations. Report any suspicious activity to the security guard, maintenance crew, or the nearest Administrative Office. Automobiles should remain locked. Automobiles should be parked near streetlights if classes end during evening hours. A security guard is on hand to escort students to their cars during the evening hours. Check the back seat before getting into the auto to be sure no one is inside. Once inside your car, lock all doors.

Reporting a Crime/Incident

Any crime/incident should be reported to the nearest Administrative Office during normal working hours and to the Library after the offices are closed, who in turn will notify the city police. When reporting a crime, report as much information as possible about the incident.

Campus Facilities Policies

The maintenance and custodial personnel are responsible for opening and securing the building during the regular workweek. Maintenance personnel are available on site from 7:00 a.m. until 11:00 p.m., Monday through Friday. A uniformed security guard patrols the Carteret Street campus from 2:00 p.m. to 11:p.m. Monday through Thursday, 1:00 p.m. to 7:00 p.m. Sundays (during library hours).

Fire Procedures

All students should become familiar with the location of fire alarms, fire extinguishers, and fire escapes in all of the buildings. In the event of a fire alarm, evacuate building quickly. To report a fire, go to the nearest office outside the fire hazard and call the Beaufort City Fire Department by dialing (911). In reporting the fire, report the exact location of the fire.

Emergency Procedures

Any emergency during normal working hours from 8:30a.m. to 5:00 p.m. may be reported to any Administrative Office. Students should become familiar with the location of the various offices on campus. After normal working hours, from 5:00p.m. to 10:00 p.m., the emergency should be reported to the library (see library hours) located in the Sandstone Building.

Local Law Enforcement and Community Resource Contacts:

NORTH CAMPUS - HISTORIC BEAUFORT:

USCB Safety 521-4140

Police Dispatch 524-2777

Police Emergency 911

North Campus address: 801 Carteret Street, Beaufort, SC 29902

SOUTH CAMPUS - THE GATEWAY TO HILTON HEAD:

All emergencies 911
Sheriff/Non-Emergency 757-3499

Note: The South Campus' mailing address is different from the address used by the Sheriff's Department. When calling the Sheriff's Department use the following address: 1 University Boulevard, Okatie, SC 29909

Rape Crisis Center of the Lowcountry
P.O. Box 191, Beaufort, SC 29901-1919
1-800-637-RAPE (7273)

USCB provides information and materials on the awareness of rape, acquaintance rape, and sex offenses through the use of special programs, University 101 classes, and pamphlets, which are available to students. The local Rape Crisis Center can be used as a referral agency for our students.

In case of rape or sexual offense at any of our campus locations, a student should first contact the Rape Crisis Center of the Lowcountry at 1-800-637-RAPE, then the Vice Chancellor for Student Development. Military security should be notified on the military bases. Military Police (911 for emergencies)

General Regulations

Student Code of Conduct

The mission of providing an educational climate conducive to learning is more than just educational programs and research facilities. It requires the establishment and maintenance of a climate that refrains from conduct which distracts from the work of the University, interferes with the lawful exercise of rights by other persons, endangers the safety or security of other persons or their property, prevents the proper use of the facilities of the University, or impairs the maintenance of that kind of environment which is essential to the operation of an institution of higher learning. For this reason, USC Beaufort is committed to maintaining social discipline among its students and student organizations.

The Board of Trustees is the governing body of the University; the power of the president, the campus chancellor, and the faculty are delegated by the board in accordance with policies. The student discipline system is administered by the Office of Student Development. The responsibility for good conduct rests with students as individuals. All members of the University community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others. Conduct rules, disciplinary penalties, and complete hearing procedures are contained in the USCB Student Handbook.

USCB Academic Code of Conduct

The first law of academic life is intellectual honesty. Students of the University are expected to be honest and forthright in their academic endeavors. The following acts of academic dishonest subject to disciplinary action include: Lying, plagiarism, bribery, cheating, academic misconduct.

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 USCB students. Registration at the University assumes the student's acceptance of responsibility for compliance with all regulations published in the USCB Student Handbook, as well as any rules found in any other official publication.

EXPENSES

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

Any student who has failed to pay all required 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.

Fee Payment

Payment for fees may be made by cash, check or credit card. Credit card payments for fees must be processed through VIP (Visual Information Processing on the Web at <http://vip.sc.edu>). A non-refundable fee will be added to the bill to cover the cost charged to the University for providing the convenience of credit-card payment. VIP will present you with an option to accept this fee or decline the transaction. If you decline, another method of payment must be selected. Payment by cash or check may be made in person at the Business Office. To pay by mail, return a copy of the bill, invoice or statement with a check or money order to the Business Office.

Resident Status

The University is required by state law to determine the legal residency status of applicants and 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. Information about residency can be found at www.sc.edu/bursar/residency.html

Definitions of Terms

A "resident student" for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least 12 months immediately preceding the first day of classes of the term for which resident classification is sought and for whom there is an absence of such evidence in other states or countries. In the instances of dependent students and their families who are citizens or permanent residents, the domicile of the spouse, parent, and/or guardian for at least the 12 months immediately preceding the first day of classes of the term for which resident classification is sought is considered in determining residency status.

"Reside" is defined as continuous and permanent physical presence within the State, provided that temporary absences for short periods of time shall not affect the establishment of a residence. Temporary absences are absences which are 30 days or less. Excluded are absences associated with requirements to complete a degree, absences for military training/ services, and like absences, provided South Carolina domicile is maintained. Absences of more than 30 days may affect the establishment or maintenance of residence for fee and tuition purposes. In the instance of dependents, except for nonresident aliens, where the spouse, parent, and/or guardian "reside" will be considered in determining resident status.

"Domicile" is defined as true, fixed, principal residence and place of habitation, indicating where a person intends to remain, or to where one expects to return when away. Generally, an applicant must be domiciled in South Carolina for 12 months for residency consideration.

“Independent person” is defined as one in his or her majority (18 years of age or older), whose predominant source of income is his or 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 must provide more than half of his or her support during the 12 months immediately prior to the date that classes begin for the semester for which resident status is requested, and the person is not claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

“Dependent person” is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian and who qualifies and is claimed as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person’s college education.

“Terminal leave” is defined as a transition period following active employment and immediately preceding retirement (with a pension or annuity), during which the individual may use accumulated leave.

“Immediately prior” is defined as a period of time not exceeding 90 days and immediately preceding the first day of classes for the term in question.

“Continue to be enrolled” is defined as continuous enrollment without an interruption that would require the student to pursue a formal process of readmission. Formal petitions or applications for change of degree level shall be considered readmission.

“Nonresident alien” is defined as a person who is not a citizen or permanent resident of the United States. By virtue of their nonresident status, “nonresident aliens” generally do not have the capacity to establish domicile in South Carolina.

“Academic session” is defined as a term or semester of enrollment.

Citizens and Permanent Residents

Independent persons who have physically resided and been domiciled in South Carolina for 12 continuous months immediately preceding the date that classes begin for the semester for which resident status is claimed may qualify to pay in-state fees. The 12-month residency period does not start until the independent person begins to take steps which indicate that the independent person intends to establish a permanent home in the State. Absences from the State for more than 30 days during the 12-month period may affect the establishment of permanent residence for fee and tuition purposes. Steps an independent person should take to establish a permanent home in South Carolina are listed in the section entitled “Establishing the Requisite Intent to Become a South Carolina Domiciliary.”

The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person’s support and claims the dependent person as a dependent for federal income tax purposes. The residence and domicile of a dependent minor and other dependent persons are presumed to be that of their parent(s), spouse, or guardian(s).

In the case of divorced or separated parents, the resident status of the dependent person may be based on the resident status of the parent who supports and/or claims the dependent person as a dependent for tax purposes, or it may be based on the resident status of the parent who has legal custody of the dependent person.

Nonresident Aliens, Non-citizens, and Nonpermanent Residents

Except as otherwise specified, all non-citizens and nonpermanent residents of the United States are assessed tuition fees at the nonresident, out-of-state rate. Independent aliens, including refugees, asylees, and parolees and their dependents, may be entitled to resident, in-state classification once they have been awarded permanent resident status by the U.S. Department of Justice and meet all the statutory residency requirements provided that

all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status may not be counted toward the 12-month residency period. Certain nonresident aliens present in the United States in specified visa classifications may be granted in-state residency for tuition and fee purposes.

Establishing the Requisite Intent to Become a South Carolina Domiciliary

Resident status may not be acquired by an applicant or student while residing in South Carolina for the sole purpose of enrollment at the University.

If a person asserts that his or her domicile has been established in South Carolina, the individual has the burden of proof. Such person should provide to residency officials any and all evidence which the person believes satisfies the burden of proof. Residency officials will consider any and all evidence provided concerning such claim of domicile but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.

For independent persons, examples of intent to become a South Carolina resident may include, although any single indicator may not be conclusive, indicia as listed below. The absence of indicia in other states or countries is required before a student is eligible to pay in-state rates. Indicia may include:

1. Statement of full-time employment;
2. Possession of a valid South Carolina voter registration card and voting in South Carolina elections;
3. Designating South Carolina as a state of legal residence on military records;
4. Possession of a valid South Carolina driver's license, or if a non-driver, a South Carolina identification card;
5. Possession of a valid South Carolina vehicle registration card;
6. Continuous presence in South Carolina during periods when not enrolled as a student;
7. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
8. Ownership of principal residence in South Carolina; and
9. Licensing for professional practice (if applicable) in South Carolina.

These indicia will likewise be considered for spouses, parents, and guardians of dependent persons who wish to establish South Carolina domicile. As noted under "Citizens and Permanent Residents," the resident status of a dependent person matches that of the person who provides more than half of the dependent person's support and claims the dependent person as a dependent for federal income tax purposes.

Maintaining Residence

A person's temporary absence from the State does not necessarily constitute loss of South Carolina residency unless the person has acted inconsistently with the claim of continued South Carolina residence during the person's absence from the State. The burden is on the person to show retention of South Carolina residence during the person's absence from the State. Steps a person should take to retain South Carolina resident status for fee and tuition purposes include continuing to use a South Carolina permanent address on all records; retaining South Carolina voter's status; voting by absentee ballot; maintaining South Carolina driver's license; maintaining a South Carolina vehicle registration; satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

South Carolina residents (and their dependents) who serve in the military may continue to be eligible to pay in-state fees as long as they continuously claim South Carolina as their state of legal residence during their military service. South Carolina residents who change their state of legal residence while in the military lose their South Carolina resident status for fee and tuition purposes. To re-establish their South Carolina resident status, such

persons must take steps which indicate that they plan to re-establish permanent residence in the State. These persons must then physically reside in the State for 12 continuous months.

Effect of Change of Residency

Any dependent person, except as otherwise excluded, who has been domiciled with his or her family in South Carolina for a period of not less than three years immediately prior to enrollment at state supported colleges and universities may enroll in those institutions of higher learning at in-state rates and may continue to be enrolled at such rates even if the person upon whom he or she is dependent moves their domicile from this state.

If a dependent or independent person has been domiciled in South Carolina for less than three years, eligibility for in-state rates shall end on the last day of the academic session during which domicile is lost.

Effect of Marriage

In ascertaining domicile of a married person, irrespective of gender, such a review is determined just as for an unmarried person by reference to all relevant evidence of domiciliary intent.

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

Marriage to a person domiciled outside South Carolina may not be solely the reason for precluding a person from establishing or maintaining domicile in South Carolina and subsequently becoming eligible or continuing to be eligible for residency.

No person shall be deemed solely by reason of marriage to a person domiciled in South Carolina to have established or maintained domicile in South Carolina and consequently to be eligible for or to retain eligibility for South Carolina residency.

Exclusions

Persons in the following categories may qualify to pay in-state fees without having to establish a permanent home in the state for 12 months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of classes of the term for which in-state fees are requested.

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 to pay in-state fees. "Armed Forces" means the United States Air Force, Army, Marine Corps, and Navy. When such personnel are ordered away from the State, their dependents may continue to pay in-state fees for an additional 12 months. Such persons (and their dependents) may also be eligible to pay in-state fees for a period of 12 months after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least 12 months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the 12-month "physical presence" requirement for them or their dependents to qualify to pay in-state fees. A copy of the military orders is required.

Faculty and Administrative Employees, and Their Dependents

Full-time faculty and administrative employees of South Carolina state-supported colleges and universities are eligible to pay in-state fees. Dependents of such persons are also eligible.

Residents with Full-Time Employment and Their Dependents

Persons who reside, are domiciled, and are full-time employed in the State and will continue to work full time until they meet the 12-month requirement are eligible to pay in-state fees, provided that they have taken the steps to establish a permanent home in the State (see “Establishing the Requisite Intent to Become a South Carolina Domiciliary”). The dependents of such persons are also eligible.

Full-time employment means employment which consists of at least 37.5 hours a week on a single job in full-time status. However, a person who works less than 37.5 hours a week but receives or is entitled to receive full-time employee benefits may be considered to be employed full time.

Retired Persons

Senior Citizen fees:

Fees that will be assessed*:

Application for admission

Matriculation (for degree seeking students, a one time fee)

Registration

Security and Parking

Technology

Lab

Readmit

Late

Senior citizens must adhere to the same fee payment schedule as other students. Non-payment of fees may result in being dropped from the class. Non-payment of fees may result in a cancellation of enrollment, with the student’s name being dropped from the class roster. Instructors are required to allow attendance only for students on the class roster/ roll. Students not on the roster should be referred to the Registrar.

*All academic fees are subject to change

Proof of Residency

Senior Citizens will need to provide proof of residency. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established. Those items which must be submitted include:

- Possession of a valid South Carolina voter registration card;
- Possession of a valid South Carolina driver’s license, or if a non-driver, a South Carolina identification card.
- Possession of a valid South Carolina vehicle registration card.

Additional items may include:

- Statement of fulltime employment;
- Designating South Carolina as state of legal residence on military record;

- Maintenance of domicile in South Carolina;
- Proof of paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed include:
- Ownership of principal residence in South Carolina; and
- Licensing for professional practice (if applicable) in South Carolina.

Retired persons who are receiving a pension or annuity who reside in South Carolina and have been domiciled in South Carolina as prescribed in the Statute for less than a year may be eligible for in-state rates if they maintain residence and domicile in this State. Persons on terminal leave who have established residency in South Carolina may be eligible for in state rates even if domiciled in the State for less than one year if they present documentary evidence from their employer showing they are on terminal leave. The evidence should show beginning and ending dates for the terminal leave period and that the person will receive a pension or annuity when he/she retires.

Persons on Terminal Leave

Persons on terminal leave who establish residency in South Carolina may be eligible for in-state rates even if domiciled in the State for less than one year, if they present documentary evidence from their employer showing they are on terminal leave.

Application for Change of Resident Status

Persons applying for a change in resident classification must complete a residency application and provide supporting documentation at least three weeks prior to the start of classes for the semester for which resident status is requested.

The burden of proof is the responsibility of those persons who apply for a change of resident classification. Persons who apply for resident status must show required evidence to document the change in resident status.

All requests for refunds are limited to the current academic year for which the refund is requested. Refunds may be requested any time during the academic year in which the applicable term occurs. Applications for resident status must be completed before the end of the academic year for which a refund is requested. The academic year begins with the fall term and ends with the last summer session.

Incorrect Classification

Persons incorrectly classified as residents are subject to reclassification and to payment of all nonresident fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out-of-state rate. The violator may also be subject to administrative, civil, and financial penalties. 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 residency officials of such changes.

Inquiries and Appeals

Inquiries regarding residency requirements and determinations should be directed to the Student Development office.

Any person, following a final decision on resident classification by residency officials, may make an appeal to the University Committee on Legal Residence. The committee, however, is bound by the same laws as the residency officials, 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 residency officials. Neither the committee nor residency officials may waive the provisions of the law.

Persons who appeal residency decisions must provide a letter to the Vice Chancellor for Student Development informing the office that they wish to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the residency provision under which the person feels qualified to pay in-state fees.

The residency requirements are subject to change without notification.

Academic Fees

Academic fees at the University of South Carolina Beaufort are established by the University of South Carolina Board of Trustees and are subject to change. These fees reflect the costs for the 2006–2007 academic year.

Application Fee

Every new student will be charged a nonrefundable application fee of \$40. An application fee must accompany all applications. This fee is for admission application only. Exceptions to, or relief from, this charge may be made for certain special categories of admission as determined by the Admissions Office.

Readmit Fee

Former students wishing to return to the university after missing a major (fall or spring) semester must submit an application for readmission. Students will be charged a non-refundable readmit fee of \$10.

Registration Fee

A non-refundable registration fee of \$25 is assessed each semester.

Matriculation Fee

A nonrefundable matriculation fee of \$50 is assessed to all degree-seeking students upon registration. This is a one-time fee.

Technology Fee

A technology fee is charged to all students for the purpose of providing information technology. These funds cannot be used for the general operating purposes of the campus. The technology fee is only refundable during the 100% refund period.

Full-time student (12 semester hours or more):	\$130 per semester
Part-time student (fewer than 12 semester hours):	\$10 per credit hour

Security & Parking Fee

A non-refundable fee of \$10 is charged each major (fall or spring) semester for parking & security. A non-refundable fee of \$5.00 is charged for the summer term.

Laboratory Science Fee

A \$25 laboratory fee is assessed for each laboratory science course.

International Enrollment Fee

All international students will be assessed a one-time, non-refundable enrollment fee of \$500

Examination Fees**Challenge Examinations**

To establish undergraduate college credit without class attendance or to validate credits from a non-regionally accredited college. Per semester hour, \$25.

Free Tuition

Certain exemptions from tuition fees have been established under South Carolina law. Relevant sections of the code are reproduced below:

1. S.C. Code Ann. § 59-111-20 (Law Co-op. Supp. 1993)
 - A. A child of a wartime veteran, upon application to and approval by the South Carolina Department of Veterans Affairs, may be admitted to any state-supported college, university, or post high school technical education institution free of tuition so long as his work and conduct are satisfactory to the governing body of the institution, if the veteran was a resident of this State at the time of entry into service and during service or has been a resident of this State for at least one year and still resides in this State or, if the veteran is deceased, resided in this State for one year before his death, and provided the veteran served honorably in a branch of the military service of the United States during a war period, as those periods are defined by Section 101 of Title 38 of the United States Code and:
 1. was killed in action
 2. died from other causes while in the service
 3. died of disease or disability resulting from service
 4. was a prisoner of war as defined by Congress or Presidential proclamation during such war period
 5. is permanently and totally disabled, as determined by the Veterans Administration, from any cause
 6. has been awarded the Congressional Medal of Honor
 7. is missing in action, or
 8. the applicant is the child of a deceased veteran who qualified under items (4) and (5).
 - B. The provisions of this section apply to a child of a veteran who meets the residency requirements of Chapter 112 of this title, is 26 years of age or younger, and is pursuing any type of undergraduate degree.
2. S.C. Code Ann. §59-111-110 (Law Co-op. 1976) No tuition shall be charged for a period of four school years by any State-supported college or university or any State-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction officers, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty on or after July 1, 1964.
3. S.C. Code Ann. §59-111-10 (Law Co-op. 1976) The first-place winner of the essay contest sponsored by the Governor's Committee on the Employment of the Physically Handicapped, provided that he is qualified and in financial need, may receive a four-year scholarship. This scholarship may be cancelled if the recipient fails to maintain general scholastic and conduct standards established by the University.

4. S.C. Code Ann. §59-111-320 (Law Co-op Supp. 1984) 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 noncredit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

Academic Fees*

Tuition

[http://www.uscb.edu/a/Working at USCB/Offices/Finance and Operations/Bursar/Fees and Refunds/](http://www.uscb.edu/a/Working_at_USCB/Offices/Finance_and_Operations/Bursar/Fees_and_Refunds/)

Other Fees

Application Fee	\$40
Matriculation Fee	\$50
Returned Check Fee	\$25
Readmit Fee	\$10
Non-credit application fee	\$40
Late Enrollment Fee (per day):	\$5
International Student Fee:	\$500
Laboratory Science Fee (per lab course):	\$25
Registration Fee (per semester):	\$25
Security & Parking Fee:	\$10

**Academic Fees are subject to change.*

Fines

Returned Checks

Checks returned by bank for any reason—\$30 each occurrence.

Late Enrollment for Payment of Fees

Per day fee of \$5, maximum of \$350.

Library Fines

Failure to return library materials when due—25 cents per day, with a per book maximum of \$5. If materials are lost, replacement charges are due. Failure to pay fines when due will result in a hold placed on the student's registration.

Parking Fines

Parking Handicap Violation	\$100
Parking Improper	\$ 10
Parking Violation	\$ 5

Withdrawal Refund Policies**Refund Policies for Complete Withdrawal**

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

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

Refund Requests

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

Determining the Refundable Portion

The refund is for the portion of the tuition, fees, and other charges assessed the student equal to the period of enrollment that remains on the withdrawal date, less any unpaid amount of a scheduled payment for the period that the student has been charged.

Refunds are issued by check from the USC Columbia Campus. Refunds are not issued to credit cards. Check refunds are issued approximately 6 to 8 weeks from the drop or withdrawal date.

Standard Refund Policy**REFER TO THE PUBLISHED WITHDRAWAL CALENDAR IN THE COURSE SCHEDULE**

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

Title IV Funds (Federal Student Aid) Refund Policy

Refund policy for students who have received Title IV funds and withdraw from the University differs from that stated above. Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or a designated period of enrollment, federal regulations require the University of South Carolina to calculate the percentage and amount of “unearned” financial aid funds that must be returned. Once a student has completed more than 60 percent of the enrollment period, all funding received is considered to have been earned. This calculation may have the effect of requiring the student who withdraws before this time to repay funds that have already been disbursed or credited toward the current account for tuition and fees. Students are encouraged to meet with a counselor in the financial aid office, or the appropriate office on their campus, prior to making a decision to withdraw from school.

Title IV Refunds Distribution

For fully withdrawn students receiving federal and/or state funds, the refund will be governed by the current Federal Title IV refund policy. The financial aid office determines the amount of the refund that is distributed back to Title IV, HEA programs, or other financial aid sources. For students and their parents who have received student loans or other forms of financial aid, the University will provide refunds in the order prescribed by federal regulations. With the exception of the Federal Work-Study Program, the institution must return the refund to the appropriate financial aid program up to the amount of assistance that the student received from those programs. Refunds are to be distributed to the financial aid programs in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Perkins Loans
4. Federal PLUS Loans
5. Federal Grants
6. Federal Supplemental Educational Opportunity Grants
7. State funds
8. Private or institutional scholarships and loans

Any remaining balance will first be used to repay any outstanding University charges and any subsequent balances will be refunded to the student/parents.

Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Stafford or Perkins Loans. Exit interviews can be completed on the Internet at www.mapping-your-future.org. Click on “Exit Counseling” and follow the instructions.

Summer Sessions and Other Shortened Sessions Refund

Procedure for Withdrawal

Adjusted refund schedules are printed in the Master Schedule of Classes.

- A. 100 percent refund of the charges if the student’s official withdrawal calculation is by the end of late registration period
- B. 90 percent refund of the charges if the student’s official withdrawal calculation is between the period specified in (A) and on or before the end of the 10 percent period of enrollment for which the student was charged
- C. 50 percent refund of the charges if the student’s official withdrawal calculation is between the period specified in (B) and on or before the end of the 25 percent period of enrollment for which the student was charged

- D. 40 percent refund of the charges if the student's official withdrawal calculation is between the period specified in (C) and on or before the end of the 36 percent period of enrollment for which the student was charged.
- E. 25 percent refund of the charges if the student's official withdrawal calculation is between the period specified in (D) and on or before the end of the 50 percent period of enrollment for which the student was charged.

Refund Schedules

Refund schedules are available online at <http://www.sc.edu/beaufort>.

Dropped Courses Refund Procedure

REFER TO PUBLISHED SCHEDULE IN THE MASTER SCHEDULE

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

1. Drops—Fall and Spring Courses

- A. 100 percent refund for courses dropped before the end of the late registration period
- B. 70 percent refund of the charges if the student's official withdrawal calculation is between the period specified in (A) and on or before the end of the 16 percent period of enrollment for which the student was charged.

2. Drops—Summer Terms

- A. 100 percent refund for courses dropped before the end of the late registration period.
- B. 40 percent refund of the charges if the student's official withdrawal calculation is between the period specified in (A) and on or before the end of the 36 percent period of enrollment for which the student was charged.
- C. 25 percent refund of the charges if the student's official withdrawal calculation is between the period specified in (B) and on or before the end of the 50 percent period of enrollment for which the student was charged.

3. Other Shortened Sessions

Adjusted refund schedules are printed in the Master Schedule of Classes.

4. Correspondence Course Fees*

Circumstance:

- A. 100 percent if application is not accepted
- B. 75 percent if withdrawal is within one month and/or before an assignment has been submitted for grading and correction
- C. No refund for withdrawal after one month or after an assignment has been submitted for grading and correction

*All requests for refunds must be received in writing before the end of the first month of enrollment.

Appeals Process

A process for appeals exists for students or parents who believe circumstances warrant exceptions from published policy. A Withdrawal Appeals Committee for each campus reviews and acts on all appeals.

Withdrawal Refunds

Students seeking to fully withdraw from the University (drop all classes) during an academic semester must complete a withdrawal form available at the Registrar's Office or <https://vip.sc.edu> and complete necessary steps.

In establishing a diminishing-scale refund process for withdrawals, the University operates on the philosophy that many of the basic costs of instruction are incurred at the end of the first week of classes or within an equivalent period for nonstandard semesters. The assignment of a classroom seat to an individual student precludes any other student from occupying that seat. In addition, an instructor is assigned and the costs of instruction are encumbered on the first day of classes.

A student who withdraws from the University after the first week of classes has already occupied a classroom seat that cannot be reassigned. As a result, the University cannot both maintain its financial integrity and also provide a full refund. Accordingly, the University has established a series of refund deadlines commensurate with student progress into the semester.

University Withdrawal Refund Appeal Procedures

The Refund Exception Committee is authorized to consider appeals and approve extraordinary exceptions to the University's published withdrawal refund schedule due to humanitarian and due process considerations. A committee comprised of three University officials (the Registrar, the Bursar, and the Director of the Academic Success Center) and a student (appointed by the SGA President) meet the first week of each month to hear and approve/disapprove limited exceptions to the published refund policy.

Under certain conditions, students may appeal the standard refund schedule for tuition and fees, based upon documented extraordinary circumstances. Students may also appeal for relief from the payment of a specific fee based upon documented extraordinary circumstances. It is expected that fees were paid when due. The appeals process is not to be used as a mechanism to avoid or delay fee payment.

Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignment or other academic issues. Students must address such issues directly with the faculty members or appropriate department.

Students who believe they should be awarded a refund in excess of any to which they have already be entitled, should complete the **APPLICATION FOR EXCEPTION TO REFUND POLICY** form available in the Business Office. A completed appeal will be submitted to the Refund Appeals Committee and applicants will be informed of the committee's decision. Students may appeal the decision of this committee to the Vice Chancellor for Student Development. Students may appeal the Vice Chancellor's decision to the Chancellor. The Chancellor's decision is final.

Specific appeals will include:

Financial refunds for students dropping classes or completely withdrawing from the University for extraordinary circumstances documented in writing, such as:

1. Serious illness, injury or incident that could not have been influenced, predicted, planned for or prevented by the student or the Institution. Specifically excluded are conditions or chronic illness known to the student at the time of enrollment.
2. A demonstrable specific and substantial hardship which result from the normal application of the existing refund policy. Specifically excluded are circumstances or effects that are a simple inconvenience to the student or the student's family.
3. A documented instance where the student acted upon incorrect information given by a University official or publication concerning the refund policy and suffered a financial penalty as a result.

Students who believe they should be awarded a refund in excess of any to which they have already be entitled, should complete the attached APPLICATION FOR EXCEPTION TO REFUND POLICY form and return it to the Business Office, Sandstone Building, Room 114. It will be submitted to the Refund Appeals Committee and applicants will be informed of the committee's decision. Students may appeal the decision of this committee to the Vice Chancellor for Student Development. Students may appeal the Vice Chancellor's decision to the Chancellor. The Chancellor's decision is final.

FINANCIAL AID AND SCHOLARSHIPS

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

General Information

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

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

Grants are need-based aid that does 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, a need-based program.

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 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.

Booklets with more detailed information about the various financial assistance programs can be attained in the USCB Financial Aid Office.

The USCB 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 USCB.

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. USCB 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, USCB 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 USCB, 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 USCB.
6. Financial assistance received from any source that is not included in the award letter must be reported to the Financial Aid Office at USCB. This must be done even if the extra financial assistance has been reported to some other office at USCB. Failure to report extra financial assistance could harm a student's chances of receiving financial assistance in the future.
7. The Financial Aid Office has established April 15th as the priority date for receipt of the FAFSA information. Applications received after that date will be considered, but only if funds are available. USCB school code is 003450.
8. USCB makes every effort to meet a student's need. Recipients are selected on the basis of general eligibility as well as specific program qualifications. Once a student has been determined to have financial need, awards are based on the enrollment status of the student and the availability of funds in each program. The determined award(s) comprise the student's financial aid "package." This package may consist of a combination of: a) grants, scholarships, entitlements, b) loans, and/or c) employment.
9. Notification of awards will be made as soon as possible after the successful completion of the application process. Awards may be declined or adjusted within two weeks of award notification. Conditions of awards will be included with the award letter.
10. If the application has been submitted by the student in a timely fashion and financial aid has subsequently been awarded, the award will usually be paid in two disbursements (once during each registration period). The USCB Business Office will apply the award(s) to your student account as appropriate.
11. **DO NOT ASSUME THAT YOUR FEES ARE AUTOMATICALLY PAID AS A FINANCIAL AID/SCHOLARSHIP RECIPIENT. YOU MUST PROCESS YOUR BILL ON VIP, PRINT AND PROCESS YOUR BILL BY MAIL, OR GO INTO THE FINANCE OFFICE BEFORE THE ESTABLISHED FEE PAYMENT DEADLINE.**
12. Under certain circumstances, a student may be deemed ineligible to receive financial aid. These circumstances include: a) not making satisfactory academic progress (standards are listed below); b) being in default on a federal student loan; c) owing a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant; d) not demonstrating financial need; e) not enrolling in a degree-seeking program. If any of these conditions apply, feel free to contact the Financial Aid Office at USCB for additional clarification.
13. USCB students taking classes at the Aiken, Sumter, and Salkehatchie campuses should contact the USCB Financial Aid Office concerning the method of disbursement 60 days prior to the begin date of the academic term(s).

Satisfactory Academic Progress

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

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

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

1. Maximum total enrollment

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

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

2. Minimum earned hours

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

- a. earn no fewer than 24 semester hours of undergraduate credit per academic year if enrolled as a full time student (12 or more hours attempted per semester).
- b. earn no fewer than 18 semester hours of undergraduate credit per academic year if enrolled as a three quarter-time student (9-11 hours attempted per semester).
- c. earn no fewer than 12 semester hours of undergraduate credit per academic year if enrolled as a halftime student (6-8 hours attempted per semester).

Summer session enrollment is not assessed in the determination of a student's total semesters of enrollment. However, semester hours earned during summer sessions are assessed with regard to the student meeting the minimum earned hours requirement. Therefore, a student who is not meeting the minimum earned hours

requirement may restore his/her record to compliance with this standard through summer session enrollment at USCB or approved transient work at another USC system school. If a student who has been deemed ineligible successfully changes his/her standing relative to this policy, it is the responsibility of the student to notify the Financial Aid Office of this change. Otherwise, the student's financial aid file will remain in an inactive status.

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

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

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

USCB has an established Academic Forgiveness Policy. When reviewing satisfactory academic progress for a student who has been granted Academic Forgiveness in consultation with the Admissions and Petitions Committee, the Financial Aid Office insures that the monitoring complements the Admissions and Petitions policy and is in compliance with Title IV satisfactory academic progress regulations.

Academic Scholarships

USCB Scholarships

USCB has a number of established scholarships. The number of scholarships is increasing in proportion to the enrollment growth of the campus. Scholarship awards are primarily based on academic merit and require a separate application due by March 15th of each year.

South Carolina LIFE Scholarship

House Bill 4535, Legislative Incentives for Future Excellence (LIFE) Scholarships, was approved by the South Carolina General Assembly during the 1998 legislative session and signed into law by the Governor in June 1998. This Bill authorizes funding for scholarships in the amount of \$4,700 plus a \$300 book allowance to eligible students attending four-year public and independent colleges and universities in SC.

First time entering freshman must meet two of the following three criteria to receive the LIFE Scholarship:

1. 3.0 LIFE G.P.A. on a 4.0, uniform grading scale
2. 1100 / SAT / 24 ACT
3. Top 30% of the graduating class

Continuing Students:

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

All Students: To determine eligibility, the student must meet the following general eligibility requirements.

- Graduate from high school or complete a home school program as prescribed by law;
- Be a South Carolina resident at the time of high school graduation at the time of college enrollment;
- Be a U.S. citizen or a permanent resident;
- Be enrolled as a full-time degree-seeking student;
- Certify that he or she has not been convicted of any felonies and has not been convicted of any alcohol or other drug related misdemeanor convictions within the past academic year;
- Verify that he or she does not owe a refund or repayment on any federal or state financial aid; and
- Must not be eligible for or be a S.C. HOPE Scholarship, Palmetto Fellows Scholarship or Lottery Tuition Assistance recipient.

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

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

South Carolina HOPE Scholarship

The South Carolina Education Lottery act authorizes funding up to the cost of attendance for students who are not eligible to receive the LIFE or Palmetto Fellows Scholarship. Eligible students must have graduated from a South Carolina high school with a 3.0 cumulative grade point average. Students who meet all eligibility requirements for the SC HOPE Scholarship are eligible to receive scholarship funds for the freshman year of attendance only. At the end of the academic year, if the student has earned a minimum of thirty credit hours and a 3.0 cumulative grade point average on a 4.0 scale consistent with the policies and procedures of the institution, the student may be eligible to receive the LIFE Scholarship the next academic year.

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 Free Application for Federal Student Aid (FAFSA). You may use the paper FAFSA or the electronic FAFSA (FAFSA on the Web). You will receive notification of eligibility within six weeks. The amount of the award will be based on the determination of eligibility and the cost of attendance at USCB.

Federal Supplemental Educational Opportunity Grant

Using funds provided by the federal government, the University makes Federal Supplemental Educational Opportunity Grants available to a limited number of undergraduate students with greatest financial need. These grants are awarded to eligible full-time undergraduate students who have not already earned a bachelor's degree. In order to determine eligibility, you must complete the FAFSA. Funds in this program are very limited and are awarded to students with the greatest financial need.

South Carolina Need-Based Grant

The South Carolina General Assembly created a South Carolina Need-Based Grant Program beginning with the 1996-97 academic year. The SC Need-Based Grant is available for a maximum of eight full-time semesters. The Grant will not be available for summer school or periods of attendance other than fall and spring semesters.

In order to qualify for consideration for a South Carolina Need-Based Grant at USCB, a student must meet all of the following minimum requirements:

- Be of good moral character, having no felony convictions, or criminal records during the preceding calendar year as defined as 12 months from the date of the start of school.
- Give permission for a background check to be conducted to verify the above.
- Be admitted and enrolled full-time as an undergraduate student seeking your first undergraduate degree.
- Be making satisfactory progress as defined in the “Terms and Conditions” provided with your first award letter.

Employment

Federal Work-Study (FWS) Program

This program provides jobs for students who have financial need. USCB participates in the Federal Work-Study program and coordinates job placement on campus.

The Federal Work-Study (FWS) Program provides part-time on-campus and community service employment to USCB students. The salary is at least equal to the current minimum wage. You must complete a FAFSA and indicate an interest in working on campus 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 20 hours per week. The average award usually allows 15 hours per week. The students’ work schedule will be set around their class schedule. Funds in this program are limited and are awarded on a first come/first served basis.

Loans

Entrance Counseling for Loan Recipients

All first-time Federal Stafford Loan borrowers will be required to complete Stafford Loan Entrance Counseling before loan funds can be disbursed. Students may complete this requirement on-line at: <http://www.Mapping-Your-Future.org>.

The Federal Stafford Loan Program

The Federal Stafford Loan program provides low interest (variable - capped at 8.25%), long term loans to eligible students through lenders outside the University. There are two types of Federal Stafford Loans:

Subsidized Federal Stafford Loan

A Subsidized Stafford Loan is awarded based on financial need and accrues no interest while the student is enrolled in school at least half-time, during the grace period, or during periods of deferment.

Unsubsidized Federal Stafford Loan

An Unsubsidized Stafford Loan is not dependent upon need. Interest accrues from the time the loan is disbursed until final payment. The student has the option to make interest payments while in school and during the grace period.

Annual Maximum Loan Amounts

The Federal Stafford Loan program provides up to \$2,625 for the first year of undergraduate study, \$3,500 for the second year, and \$5,500 per academic year for upperclassmen. The Unsubsidized Stafford Loan provides increased annual maximums for independent students (and some dependent undergraduates if a parent is denied a PLUS loan) up to \$6,625 for the first year of undergraduate study, \$7,500 for the second year, \$10,500 per academic year for upperclassmen, and \$18,500 for graduate students.

Disbursement

If a Stafford Loan is processed for the full academic year (Fall and Spring), half of the loan will be disbursed at the beginning of the Fall semester and the second half will be disbursed at the beginning of the Spring semester. If a Stafford

Loan is processed for only one semester (either Fall or Spring), half of the loan will be disbursed at the beginning of the semester and the second half will be disbursed after the mid-point of the semester. For first time freshmen borrowers, federal regulations mandate a delay in disbursement of loan funds until 30 days after classes begin. You must also sign your promissory note before loan processing will be completed.

Federal Perkins Loan Program

Federal Perkins Loan Program provides low-interest (5%), long-term loans to eligible students. The USCB program provides up to \$4,000 per academic year, not to exceed \$15,000 for the completion of undergraduate study. For first time borrowers, repayment does not begin nor does interest accrue until 9 months after you have ceased to be enrolled at least half-time. Repayment for previous borrowers will begin six months after ceasing at least half-time enrollment. Minimum payments of \$120 per quarter (\$40 per month) are required, and you may have up to 10 years to repay, depending on the amount you have borrowed. Under certain circumstances, you may be eligible to cancel or defer some repayment.

Federal Parent Loan for Undergraduate Students (PLUS)

Federal Parent Loan for Undergraduate Students (PLUS) provides long-term loans to parents for their dependents through lenders outside the University. Loan amounts under this program are limited to the student's cost of education minus other financial aid awards. Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Stafford Loan. Sixty days after disbursement, parents begin repayment at a maximum variable interest rate of 9%. PLUS Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall — August, Spring — January). If a PLUS Loan is processed for only one semester (either Fall or Spring), half of the loan will be disbursed at the beginning of the semester and the second half will be disbursed after the mid-point of the semester. The lender will make the checks co-payable to the parent and the University and will mail the check to the school for endorsement.

South Carolina Teachers Loan Program

South Carolina Teachers Loan Program provides loans in amounts up to \$2,500 for the first and second years of undergraduate study and \$5,000 per academic year for upperclassmen and graduate students. Loan indebtedness will be cancelled at the rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area in South Carolina. If you teach in both a critical subject and geographic area simultaneously, your loan shall be cancelled at the rate of 33 1/3% or \$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%. This is a variable rate not to exceed 10.25% annually.

Career Changers Program

The Career Changers Program provides loans to individuals wishing to enter the teaching profession. The program provides annual loan amounts of \$15,000, up to a cumulative amount of \$60,000. Loan indebtedness will be cancelled at the rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area in South Carolina. If you teach in both a critical subject and geographic area simultaneously, your loan shall be cancelled at the rate of 33 1/3% or \$5,000, whichever is greater, for each full year of full-time teaching. The subject areas deemed critical at the time of application will be honored for cancellation when you begin teaching; critical geographic areas must be deemed critical at the time of employment. If you decide not to teach, the interest rate shall be the rate on the Federal Stafford Loan plus 2%. This is a variable rate not to exceed 10.25% annually.

Exit Interviews for Loan Recipients

Before leaving the University of South Carolina Beaufort, loan recipients are required to complete an exit interview that covers their rights and responsibilities as loan recipients. Students may complete this requirement on -line at: <http://www.Mapping-Your-Future.org>.

How to Apply for Financial Aid

Make application for admission to USCB. Financial aid is awarded only to students who satisfactorily complete the requirements for admission and are fully admitted as a degree-seeking student.

Submit the Free Application for Federal Student Aid (FAFSA). A new or renewal FAFSA is available each academic year (fall through summer) after Jan. 1st. Forms may be obtained from the high school guidance office or from the USCB Financial Aid Office or complete online at www.fafsa.ed.gov. If you have any questions we have two locations to assist you, South Campus at 843.208.8116 and North Campus at 843.521.3104.

After students have been accepted for admission, their requests for aid will be considered. Official award notices and Financial Aid Award Terms and Conditions will be mailed to all applicable students.

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 USCB Financial Aid Office by the established deadline of April 15th.

Return to Title IV Funds Policy

The Return of Title IV Funds Policy (federal student financial aid programs) was implemented at the University of South Carolina Beaufort in Fall of 2000. Federal regulations require each educational institution to have a written tuition and fees refund policy (see Withdrawal Refund Policies) and a return to Title IV funds policy to be applied to students who withdraw during a term for which aid has been received. The Return of Title IV Funds Policy applies only if the student completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) or stops attending classes before completing more than 60 percent of the enrollment period.

The amount of Title IV aid that a student must repay is determined in accordance with the federal formula for Return to Title IV funds as set forth in Section 484B of the Higher Education Act. This law also specifies the order of return of the Title IV funds to the program from which they were awarded.

A repayment may be required when aid has been credited to a student's account from financial aid funds in excess of the amount of the aid the student earned during the term. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than federal work-study) for which the student is qualified by the percentage of time during the term that the student was enrolled. If a student needs to repay Title IV funds, he or she will receive an invoice from the Bursar's Office along with an Agreement to Repay, and the student will be given approximately 10 days to respond. Should the student fail to respond, repay or enter into an agreement to repay, the amount owed will be referred to the Department of Education for collection.

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 Veterans Affairs educational assistance while enrolled at the University of South Carolina Beaufort.

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.

Enrollment Certification

Certification by the USCB Veterans Affairs Certifying Official, located in the Office of Financial Aid and Veterans Affairs, Sandstone Building, Room 118, (843-521-4105) is required for eligible students who wish to receive Veterans Affairs educational assistance checks. Students must initiate their own requests for enrollment certification, as the Certifying Official processes certifications and other forms to Veterans Affairs only for those students who have made such a request and completed the necessary paperwork.

Veterans Affairs requires that eligible students must have completed University admissions requirements and matriculation into degree-seeking status before they may receive Veterans Affairs educational benefits. Only the federal Veterans Affairs has the final authority to award benefits to students in such admission categories.

All Veterans Affairs students who have earned college credit at another school or in another USC degree program are required to provide the USCB Veterans Affairs Certifying Official with a transfer credit evaluation from its academic department. Veterans Affairs generally pays such students for two semesters, pending receipt of the amount of "prior credit" applied to their current degree program. It is also recommended that undergraduate veterans contact the Undergraduate Admissions Office (843-521-4103) for consideration of college credit for military schools.

Students can best ensure receipt of benefits by informing the school Veterans Affairs Coordinator, and certifying official in the Sandstone Building, Room 118, (843-521-4105), of their intent to register for classes and by supplying the number of credit hours for which they will enroll each semester. Eligible Veterans Affairs students should recertify for each new academic year at least 45 days in advance. All eligible dependents and VA students must recertify with the VA coordinator or certifying official every semester prior to that semester starting to receive assistance on time.

Veterans Affairs payments may be made only for those courses that are required by the academic department for the student's current degree program. All students receiving educational assistance checks from Veterans Affairs are responsible for notifying the school Veterans Affairs 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. Failure to do this could mean that you might owe the Department of Veteran Affairs if you are certified incorrectly.

Benefits related information and forms are available from the University Veterans Affairs Coordinator, located North Campus in the Office of Financial Aid and Veterans Affairs, Sandstone Building, Room 118. Each student request will be handled individually according to the Veterans Affairs benefit program and enrollment status at the University.

Vocational Rehabilitation

Individuals with disabilities may receive aid from this state agency. Inquiries shall be directed to the South Carolina Vocational Rehabilitation Office in coordination with the VA coordinator and certifying official on campus..

ACADEMIC PROGRAMS

Undergraduate degree programs are offered through the Divisions of: Humanities, Mathematics & Science, and Professional & Social Sciences (see chart below).

Degrees at USCB

DISCIPLINE	UNDERGRADUATE DEGREE
Associate of Arts	A.A.
Associate of Science.....	A.S.
Biology.....	B.S.
Business Administration.....	B.S.
with a concentration in Management	
Early Childhood Education	B.A.
English.....	B.A.
History.....	B.A.
Hospitality Management	B.S.
Human Services.....	B.S.
Liberal Studies.....	B.A.
Psychology	B.A.
Spanish.....	B.A.

Cognates and Minors

The University recognizes the importance to students of in-depth study of an area to supplement their major field. Some programs require either a cognate or a minor in addition to the major as part of degree requirements.

The cognate is a minimum of 12 hours in advanced-level courses related to, but outside the major. It is intended to support the course work in the major. Cognate courses may be drawn from one or more departments, depending on the individual interests and requirement of the student as determined by the student's major advisor. A cognate differs from a minor in that the courses must be above prerequisite level and may be distributed over more than one subject area.

The minor is normally a minimum of 18 hours of prescribed courses in one subject area. It is intended to develop a coherent basic preparation in a second field of study. It differs from the cognate in as much as the courses must be concentrated in one area and must follow a structured sequence.

A key distinction between a minor and a cognate is the point of origin. Minor course requirements are predetermined by academic disciplines and are offered to students not majoring in that field of study. Cognate course requirements are determined on an individual basis by a student and the major academic advisor. A cognate, consisting of courses outside a student's major may be concentrated in one discipline or may include several disciplines.

Students are advised to consult their academic advisor as to whether a minor or cognate is required for their degree program. Requirements for individual minor programs of study are available from the student's academic advisor.

Certificates

Certificate in Spanish

USC Beaufort's Certificate in Spanish with an option for emphasis in either Hispanic Studies/Culture or Professional Spanish/Business addresses the needs of the local community by bringing increased awareness of other cultures, the need for foreign language skills, and interest in international business.

Special Academic Opportunities

Study Abroad

There are numerous opportunities open to students who wish to study in other countries. Language study, course work on foreign cultures, and extensive financial planning are invariably part of the planning process.

University 101

University 101 is a three-hour seminar course, open for credit only to freshmen and to other undergraduate students (i.e., transfer students) in their first semester at USC Beaufort. This course provides an introduction to the nature and importance of university education and a general orientation to the functions and resources of the University.

The course helps new students adjust to the University, develop a better understanding of the learning process and acquire essential academic success skills. It also provides students a support group in a critical year by examining problems common to the new student experience. Extensive reading, writing, and research assignments relevant to the student's college experience are required.

University 101 is taught by faculty members and administrative personnel who have a special interest in working with new students. The course may be taken as part of a student's regular load or as an overload. Course credit is awarded on a letter-grade basis. Credit is applicable as either elective or required credit toward all baccalaureate degrees offered by the University.

Distance Learning Activities

Courses are offered each fall, spring, and summer semester via online, Interactive Video Conferencing, etc. Students interested in courses offered through distance learning must be admitted through undergraduate admissions. All courses meet the same University standards of prerequisites, sequence, etc., that are required in residence work and are subject to the same academic regulations.

Correspondence Courses/Independent Learning

Correspondence courses are administered through USC Distance Education and Instructional Services. Undergraduates may receive credit for correspondence courses taken concurrently with their regular academic work. Students must request permission to enroll in such courses on a form available at the admissions office. Enrollment must be approved in advance by the Executive Vice Chancellor for Academic Affairs. If registration for such a course would result in a course load exceeding the recommendations, they must obtain approval from the Executive Vice Chancellor for Academic Affairs as outlined in the "Course Load" section. Courses taken by correspondence may not be used to make up full-time enrollment status for loan deferments and will not appear on the academic record until completed and a grade is assigned. Correspondence courses are not considered as in-residence credit. A maximum of 30 semester hours of credit by correspondence and credit awarded for educational experiences in the military may be applied toward meeting the requirements for a baccalaureate degree.

Independent Study

The purpose of the independent study option is to allow the student to pursue an area of academic interest not adequately covered by the regular course structure. The experience shall involve an academic product that is consistent with the student's program of study.

Prior to enrolling in an undergraduate independent study course, a student must complete an Independent Study or Internship Contract (AS-6). The approval of the instructor, advisor, and Executive Vice Chancellor for Academic Affairs is required; students then present their approved copy when registering for the course. Only students who take independent study as part of their major, minor, or cognate program may receive a grade point credit for independent study. All other students will receive Pass-Fail credit.

A grade point average of 2.50 or greater is required to enroll in independent study courses. The amount of credit for independent study per semester is limited to six hours. Independent study credits applied toward any undergraduate degree may account for no more than 10 percent of the total required hours for that degree.

MILITARY DEGREE PROGRAMS

While the USCB Military Program is designed specifically for active-duty military personnel and their family members; civilians are welcome to take courses at the Marine Corps Air Station (MCAS) and the Marine Corps Recruit Depot (MCRD) on Parris Island on a space available basis. USCB offers five eight-week semesters each year. Classes begin in January, March, June, August, and October. Military personnel and military family members are authorized to take courses on both military installations as well as the North and South Campuses. The program offers a wide range of general education courses, as well as some upper-division courses. It awards the Associate of Arts and Associate of Science degrees; but only active-duty military personnel and their family members are eligible to earn these associate degrees.

Associate's Degree Requirements

The University of South Carolina Beaufort offers the Associate in Arts (AA) degree and the Associate in Science (AS) degree to military students and military family members who have earned 60 hours of credit approved by the Executive Vice Chancellor that fulfill all but the foreign language component of USCB's general education requirements. The associate in arts and in science degrees indicate a strong grounding in the liberal arts and often are used by business and the military for hiring and promotion considerations. For more information on the AA and AS degree programs, contact the Admissions Office at 521-4101

Purpose Statement

To graduate with an associate degree from the University of South Carolina Beaufort, all students must complete a program of general study designed to provide them with a well-rounded education. Students receive instruction and practice in effective oral and written communication, cultivate an understanding of the liberal and fine arts, and broaden their historical and cultural awareness. Students study the social and natural sciences, acquire technological and information literacy, and build skills in numerical and analytical reasoning.

This program of study is intended to serve as a foundation for later upper-division studies or to serve students in various careers. It aims to ensure that all graduates of the associate program have the sort of broad, well-rounded education that will enable them to succeed in the university or in the workplace and more fully understand their place in the world and get the most out of life.

I. General Education Requirements	A.A.	A.S.
English	6-7	6-7
BENG 101, 101L, and 102 (each with a grade of "C" or higher) ¹		
Numerical and Analytical Reasoning	6-7	9-10
BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science, accounting, or psychological statistics. (Accounting and psychological statistics for A.S. students only).		
Speech		
BSPC 140 or BSPC 230.....	3	3
Liberal Arts		
Liberal Arts Electives (humanities & social/behavioral sciences) ²	6	6
BHIS 101, 102, 111, 112, 115, or 116.....	3	3
Fine Arts ³	3	3
Social/Behavioral Sciences ⁴	3	3

Natural Sciences ⁵		
Two courses with laboratories.....	8	8
Non-Western Studies ⁶	0-3	0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.		
II. Electives	22-17	19-14
Total Hours	60	60

¹ Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
² Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.
³ Courses from: BARH, BATS, BMUS, or BTHE.
⁴ Courses from: BANT, BECO, BGEO, BLIN, BPOL, BPSY, BSOC.
⁵ Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.
⁶ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BHIS 115, BHIS 116, BRLG 203, BSOC 315, or any non-Western History course.

Students must maintain a cumulative grade point average of 2.0, and 15 semester hours must be earned at a University of South Carolina campus.

BACCALAUREATE DEGREE PROGRAMS

General Education Requirements

Purpose Statement

To graduate with a baccalaureate degree from the University of South Carolina Beaufort, all students must complete a program of general study designed to provide them with a well-rounded education. Students receive instruction and practice in effective oral and written communication, cultivate an understanding of the liberal and fine arts, broaden their historical and cultural awareness, and develop a proficiency in one foreign language. Students study the social and natural sciences, acquire technological and information literacy, and build skills in numerical and analytical reasoning.

This program of study, to be completed largely during the student's first two years at the university, serves as a foundation for later upper-division work within the student's major. It also ensures that USCB graduates have the sort of broad, well-rounded education that will enable them to succeed in graduate school or the workplace and more fully understand their place in the world and get the most out of life.

I. General Education Requirements¹ (38-49)

English

BENG 101, 101L, and 102 (each with a grade of "C" or higher)² 6-7

Numerical and Analytical Reasoning³ 6-7

BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech⁴

BSPC 140 or BPSC 230 3

Liberal Arts

Liberal Arts Electives (humanities and social/behavioral sciences)⁵ 6

BHIS 101, 102, 111, 112, 115, or 116 3

Fine Arts⁶ 3

Social/Behavioral Sciences⁷ 3

Natural Sciences⁸

Two courses with laboratories 8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁹ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

¹Effective for students entering USCB as of fall 2004.

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Business majors must take BMTH 122. Early Childhood Education majors must take BMTH 221 and 222 and pass these courses with a grade of C or higher.

⁴Early Childhood Education majors must pass this requirement with a grade of C or higher.

⁵Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Business majors, Early Childhood Education majors, and Liberal Studies majors must select one course of English Literature, BENG 270 or higher, to fulfill 3 hours of this requirement. English majors may use 3 hours of their major prerequisites toward this requirement. Early Childhood Education majors must fill the remainder of this requirement with BPSY 101 or BSOC 101.

⁶Courses from: BARH, BATS, BMUS, or BTHE. Early Childhood Education majors must take and Liberal Studies majors are encouraged to take BARH 105, BARH 106, BMUS 110, or BTHE 200.

⁷Courses from: BANT, BECO, BGEO, BLIN, BPOL, BPSY, BSOC. Human Services major prerequisites may be used to satisfy this requirement. Early Childhood Education majors must take BPOL 201.

⁸Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY. Early Childhood Education majors must take one course in Biological Sciences (BBIO) and one course in Physical Sciences (BAST, BPHY, BCHM, BSME 530, or BMAR 111, 112, or 210). BMAR is recommended for Education majors.

⁹The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552.

Course of Studies

Students are expected to follow the programs outlined by their departments as closely as possible, particularly in the first two years when satisfying basic degree requirements and prerequisites for advanced work.

Students must pursue required courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties, and students may find that the subjects for which they wish to enroll are either not available or are closed to students with advanced standing. Students who fail to complete successfully all freshman requirements may not enroll in courses in their major field beyond the sophomore level. Students ineligible to continue courses in their major field 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 these classes.

Minor Programs of Studies

A minor program of study consists of a minimum of 18 hours of coursework in one subject area. It is intended to provide a basic preparation for a second field of study and for that reason should follow the order or sequence recommended by the department offering the minor.

The following departments have developed minor programs of study: Anthropology, English, Hospitality Management, Human Services, and Psychology. Students who do not major in these fields may still pursue a minor in them by following the departmentally approved programs of study.

Anthropology: BANT 101 and 102 and 4 additional courses at the 300+ level.

English Minor in Literature: BENG 287, 288 or 289 and 300+ level courses in pre-1800 literature (2 courses), post-1800 literature (2 courses), and additional courses in English (2 courses).

English Minor in Writing: BENG 287, 288 or 289 and three courses from BENG 460, 462, 463, 465, and three additional 300+ level courses in English.

Hospitality Management: BHRM 110, 260, and 280, and three additional courses, at least two of which must be at the 300 level or above.

Psychology: BPSY 101 and three courses from BPSY 400, 405, 410, 420, 430, 440, 450, 460 and two courses numbered 200 or above (one course only of which may include BPSY 399, 498, 598, or 599).

Spanish: BSPA 122, 209, 210, 310 and two additional courses at 300+ level.

Bachelor of Science in Biology

Joseph L. Staton, Program Director

Assistant Professor

Joseph L. Staton, Ph. D., University of Louisiana, Lafayette, 1992

Instructor

Francis N. Murphy, DVM, University of Georgia, Athens, 1974

Christina Smar, M.S., College of Charleston, 2006

Lecturers

Kingsley Greene, M. S., Cornell University, 1961

Stephen Borgianini, M. S., Rutgers University, 1984

Sally Krebs, Ph. D., University of Rhode Island, 1987

Vera Basilone, B. S., Georgia Southwestern University, 1999

Purpose Statement

The purpose of the Bachelor of Science with a Major in Biology is to provide students with a comprehensive exposure to the biological sciences at the molecular, physiological, organismal, and ecological levels. The program will endeavor to produce graduates who not only have a broad foundation in the basic concepts and processes underlying the biological sciences but who will possess the skills that will allow them to participate in the extension of scientific thought and knowledge.

Biology Program Goals

The Biology program has the following goals:

- Provide students with a diverse knowledge in the biological sciences and significant exposure to the physical sciences.
- Prepare students for careers in the medical and health professions, environmental and natural resource management, and conservation areas.
- Foster a fundamental understanding for the process of science and an appreciation for how the life sciences and other areas of science impact our everyday lives and the future of the natural world.
- Provide students with the scientific background needed to understand and participate in the burgeoning biotechnological revolution.
- Provide students with the opportunity to understand themselves and their world from a scientific perspective.
- Serve as a necessary core area in science to allow the development of the other traditional sciences and foster the development of other interdisciplinary minors and majors.
- Provide promising undergraduate students with significant research experiences
- Provide much needed opportunities for interaction with the local citizenry concerning environmental and health care issues and environmental issues through formal classroom instruction, internships, seminars, and informal educational opportunities at local events

Upon successful completion of the biology degree the student will:

- possess an understanding of biological systems at the molecular, physiological, organismal, and ecological levels;
- demonstrate critical thinking skills, analytical techniques, and problem solving skills applied to biological problems;
- possess a knowledge of classical research leading to the fundamental concepts and principles that serve as the foundation for biological inquiry; and
- be able to apply the scientific method to expand scientific knowledge and understanding.

Curriculum

USCB offers the Bachelor of Science with a major in Biology. To qualify for graduation, a student must meet general education requirements and biology core requirements as stated below.

Admissions Standards for the Biology Program

Students who fulfill the admission requirements of USC Beaufort may enroll as biology majors. Transfer students are required to have a 2.0 GPA.

Biology Curriculum**I. General Education Requirements¹(38-48)****English**

BENG 101 (OR 101L) AND 102²6

Numerical and Analytical Reasoning..... 6-7

- A. BMTH 122 or 141, plus an additional course from math at a higher level or statistics or computer science or logic (BPHI 110 or 111); or
- B. Two courses from one of the following fields: statistics, computer science, or philosophy (BPHI 110 and 111 only)
- C. BMTH 221 and 222 (for Early Childhood Education majors only)

Speech

BSPC140.....3

Liberal Arts

Two courses from the liberal arts offerings³6

BHIS 101, 102, 111, 112, 115, or 1163

Fine Arts⁴3

Social/Behavioral Sciences⁵3

Natural Sciences

Two courses involving laboratory requirements8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁶ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

General Education Requirements Specific to Biology (31 hours)

BCHM 111+ and 112+8

BCHM 333, 331L, 334, and 332L8

BPHY 201⁺ or 211⁺4

BSTA 2013

BMTH 141 and 142 or BMTH 122 and BMTH 1708

III. Major Requirements (36 hours)

BBIO 101*⁺, 102*⁺8

BBIO 3014

BBIO 302	4
BBIO 303	3
BBIO 460	4
Biology courses 300 or above selected from**	12
BBIO 399, 415, 431, 498, 505, 510, 530, 575.	

(No more than three credits of BBIO 399 may be applied toward the major.)

IV. Electives (8-18)..... 8-18

Total hours.....120

⁺May fulfill the Natural Sciences general education requirement.

*A minimum grad of C is required of all biology majors before they enroll in any BBIO courses numbered above 299.

**Only after a student has completed two of BBIO 301, 302, or 303 with a grade of C or better, may he/she enroll in 400-500 level courses.

¹Effective for students entering USCB as of fall 2004

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHSV, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.

⁴Courses from: BARH, BATS, BMUS, or BTHE. Courses from: BANT, BECO, BGEO, BHSV, BLIN, BPOL, BPSY, BSOC.

⁵Courses from: BANT, BECO, BGEO, BHSV, BLIN, BPOL, BPSY, BSOC.

⁶ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course.

Bachelor of Arts in Early Childhood Education

Betty Jo Marshall, Program Director

Professor

Rod Sproatt (Elementary Education), Ph.D., University of South Carolina, 1985

Associate Professor

Betty Jo Marshall (Early Childhood Education), Ph.D., University of South Carolina, 1999

Assistant Professor

Belinda Eggen (Elementary Education), Ph.D., University of South Carolina, 2001

Director of Field Experiences (CECL)

Gail Jordan (Educational Leadership), Ed.D., NOVA University, 1996

NCATE Coordinator

Melanie Pulaski, M.A., University of South Carolina, 1994

Lecturers

Kristin Baiad (Early Childhood Education), M.Ed., University of Georgia, 1998

Rosemary Miller (Special Education), Ph.D., University of Arizona, 1985

Adrienne Sutton (Reading), M.Ed., University of South Carolina, 1982

Alan Warren (Toxicology), Ph.D., University of Georgia, 1995

Early Childhood Education Program Purpose Statement

The USCB Early Childhood Education program is committed to a learning environment that encourages students to reach their academic and professional potential through exposure to a highly qualified faculty, professional learning environments, and a supportive atmosphere in a multicultural setting. Graduates of the program are trained to work with colleagues and teach students of varied cultural, ethnic, and economic backgrounds in the global community.

To accomplish these goals, candidates are provided with experiences designed to develop skills, knowledge, pedagogy, and dispositions appropriate for teaching in early childhood classrooms. Each program graduate is expected to demonstrate excellent classroom teaching abilities, leadership in the school and community, and a desire to have an impact on the students the candidates will teach.

Early Childhood Program Goals

Program objectives are measured by candidate performance. Faculty facilitates candidate achievement as measured by performance indicators by basing their actions on the central principles of the professional education program. Candidate performance indicators are to be measured as competencies in dispositions, content knowledge and methodologies, professionalism and classroom management skills necessary to create inviting, supportive and effective learning environments. These are organized into six overarching program objectives that form the framework for assessing candidate achievement and performance:

- Provide candidates with knowledge of early childhood education principles and practices applicable to current and future education environments.
- Prepare candidates to contribute to their teaching environments and the larger society and to grow personally and professionally throughout their careers.
- Foster in candidates analytical and decision-making skills, communication skills, a global perspective, a sense of social responsibility and ethics, and characteristics of leadership.

- Meet demands of regional candidates who wish to pursue a baccalaureate degree in early childhood education.
- Attract diverse, career-oriented candidates by making available a curriculum that corresponds to regional needs for teachers.
- Contribute to economic development in the region and the state by delivering educational opportunities that establish and/or improve workforce needs for well-qualified teachers.
- Establish a learning environment in early childhood education that contributes to cooperation and collaboration with the teacher education endeavors in the region and the state.
- Advance state initiatives to reduce the teacher shortage and improve teaching and learning throughout South Carolina.
- Model the goals, objectives, and competencies as described in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation (Baccalaureate or Initial Licensure Level).

Students who graduate with a B.A. in Early Childhood Education should ...

- be able to create a classroom environment that respects individuals and provides experiences that can be generalized by the students to their lives outside of the classroom.
- demonstrate tolerance and sensitivity to differences in family structures and social and cultural backgrounds.
- recognize and understand the value of diversity in the classroom and the community, and use that diversity to strengthen the educational experiences of students.
- demonstrate the ability to establish and maintain positive, collaborative relationships with families of students.
- demonstrate the ability to communicate effectively with agencies in the larger community to support children's development, learning and well-being.
- demonstrate intellectual curiosity in their academic work, the classroom and the children they teach.
- demonstrate a genuine concern for children and their emotional, intellectual and social development.
- demonstrate a knowledge base for constructivist teaching and learning practices.
- apply theories of learning and development to practice in the classroom.
- demonstrate content knowledge, enabling them to challenge learners and create opportunities for the construction of knowledge.
- actively seek opportunities to grow professionally and demonstrate a commitment to life-long learning.
- take responsibility for their learning in an environment of supportive faculty and peers.
- develop connections among teachers, administrators, students, parents, and community members.
- demonstrate initiative and self-direction in their learning and clinical experiences.
- demonstrate a genuine concern for children and their emotional, intellectual, and social development.
- demonstrate pride in the profession of teaching.
- articulate their beliefs about education and the methodologies they practice to other professionals, community members, and parents.
- be prepared to assume a professional role with an understanding of an educator's responsibilities in the community.
- demonstrate initiative and self-direction in their learning and clinical experiences.
- demonstrate the ability to use their knowledge to create effective learning environments.
- demonstrate in a clinical setting the ability to manage the learning and behavioral activities of students to create a classroom environment conducive to learning for all students.
- demonstrate knowledge of pedagogy, educational theory and research in the area of classroom management.
- diagnose and assess student learning appropriately in order to maximize students' abilities to reach their potential to make optimal progress in the classroom.
- incorporate professional, state, and program standards in the development and use of teaching and learning strategies.
- demonstrate knowledge of, and ability to apply various student assessment and evaluation techniques.

- demonstrate ability to involve families in assessing and planning for individual children, including those with disabilities, delays or special abilities.
- practice reflective and critical thinking when making decisions concerning their classroom and students.
- be able to articulate their beliefs about education and the methodologies they practice to other professionals, community members and parents.
- be prepared to assume a professional role with an understanding of an educator's responsibilities in the community.
- be knowledgeable of and skilled in information technology with an ability to use that knowledge to enhance classroom-learning opportunities.
- be able to communicate effectively with other professionals concerned with children.

Admission Standards for the Early Childhood Education Program

The baccalaureate curricula are divided into two years of general education and two years of professional training. Any student who fulfills the admission requirements of the University may enroll in the pre-professional curriculum. Curricula designated as professional education courses are limited to students who have been formally accepted into the USCB Early Childhood Education Program.

Professional Program Admission Procedures

Application for admission into the professional program is to be submitted to the Professional Education Committee during the semester that the student completes 56 hours of undergraduate study. Transfer students with more than 56 undergraduate hours and degreed students should apply during their first semester at USCB. Deadlines for submission are: Fall Semester-September 15, Spring Semester-February 1, and Summer-July 1.

Professional Program Criteria for Acceptance

- A cumulative Grade Point Average (GPA) of at least 2.75 in all undergraduate course work.
- Completion of all Pre-Professional courses with a minimum GPA of 3.0 and a "C" or better in each course.
- Grades of "C" or better in English (BENG) 101 and 102, Speech Communications, and Math 221 and 222.
- Passing scores on all three sections of South Carolina Pre-Professional Skills Test (PPST). Official scores must be submitted to and received by the Education Program.
- All sections of the Professional Program Application completed and submitted with appropriate signatures by the application deadline.
- Approval by the USCB Professional Education Committee.

Admission to the Teaching Internship

The Teaching Internship component of the Teacher Education Program is required by the South Carolina State Department of Education and is designed to serve as the culminating experience in a student's preparation for a career in education. Interns will be placed in school districts that have cooperative agreements with USCB. Through the teaching intern program, the education program satisfies responsibilities to education majors, to the university, and to the faculty, administration and student population of the public schools. Students applying for admission to the teaching internship must meet the following criteria:

- The student must be fully admitted to the Professional Program at least one full semester prior to the teaching internship semester.
- The student must have no more than 12 hours of course work remaining to meet graduation requirements following completion of the teaching internship semester. All professional education and subject area requirements should be completed before the teaching internship.

- The student must have at least a 2.75 overall GPA in all applicable courses, and at least a 3.0 GPA in professional education courses, and a grade of “C” or better in all pre-professional and professional education courses
- Passing score on the PRAXIS II (0021).
- Completion of all critical activities with a score of “2” or better on each activity.
- Completion of Internship Application and acceptance into Internship, including successfully completing interview requirement.
- Students whose applications have been rejected may appeal the decision by requesting a personal interview with the Committee. Students may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the Committee.
- Applications for the teaching internship are available from the program administrative assistant and are due:
 - October 15th for internship in the following Spring semester;
 - March 15th for internship in the following Fall semester.

Early Childhood Education Curriculum

I. General Education Requirements¹.....(41-49)

English

BENG 101 or 101L, and 102 (each with a grade of “C” or higher)²..... 6-7

Numerical and Analytical Reasoning³ 6-7

BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech⁴

BSPC 140 or BSPC 230.....3

Liberal Arts

Liberal Arts Electives⁵6

BHIS 101, 102, 111, 112, 115, or 116.....3

Fine Arts⁶3

Social/Behavioral Sciences⁷3

Natural Sciences⁸

Two courses with laboratories.....8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁹3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

¹Effective for students entering USCB as of fall 2004

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Early Childhood Education majors must take BMTH 221 and 222 and pass these courses with a grade of “C” or higher. Prerequisite is BMTH 111 or 111L or 115.

⁴Early Childhood Education majors must pass this requirement with a grade of C or higher.

⁵Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHSV, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Early

Childhood Education majors must select one course of English Literature, BENG 270 or higher, to fulfill 3 hours of this requirement. Early Childhood Education majors must fill the remainder of this requirement with BPSY 101 or BSOC 101.

⁶Courses from: BARH, BATS, BMUS, or BTHE. Early Childhood Education majors must take BARH 105, BARH 106, BMUS 110, or BTHE 200.

⁷Courses from: BANT, BECO, BGEO, BHSV, BLIN, BPOL, BPSY, BSOC. Early Childhood Education majors must take BPOL 201.

⁸Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY. Early Childhood Education majors must take one course in Biological Sciences (BBIO) and one course in Physical Sciences (BAST, BPHY, BCHM, BSME 530, or BMAR 111, 112, or 210). BMAR is recommended for Education majors.

⁹The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552.

II. Program Requirements	6
BHIS 101, 102, 111, or 112.....	3
(ECE majors must take one American History and one Western Civilization)	
BMTH 222	3
III. Professional Education Requirements	65
<i>(PRE-PROFESSIONAL PROGRAM COURSES)</i>	
BEDC 210, 242	4
BEDE 215.....	3
BEDE 340, 342.....	6
BEFN 321.....	3
BEDP 335	3
BEDX 300	3
BEDP 333.....	3
BHPB 231.....	3
<i>(PROFESSIONAL PROGRAM COURSES)</i>	
BEDE 435, 435P, 436, 436P, 444, 444P	12
BEDE 469, 476	15
BEDR 418, 420, 420P, 421	10
IV. Electives	0-8
Total hours required	120

Bachelor of Arts in English

Carl Eby, Program Director

Associate Professors

John Blair, Jr. (Drama), Ph.D., University of Georgia, 1982
Carl P. Eby (English), Ph.D., University of California Davis, 1995
Sheila J. Tombe (Comparative Literature), Ph.D., University of South Carolina, 1992

Assistant Professor

Patricia Ellen Malphrus (English), Ph.D., University of South Carolina, 1998

Scholar-In-Residence

Roy Flannagan (English), Ph.D., University of Virginia, 1966

Instructor

Marshall Kremers (Communication and Rhetoric), Ph.D., Rensselaer Polytechnic Institute, 1983

Lecturers

Charlotte Beck (English), Ph.D., University of Tennessee, 1971
James W. Borton (American Studies), M.A., University of Maryland, 1976
J.C. Bowen (English), M.A., University of South Carolina, 1976
Deanna Bredwell (English), M.A., Georgia State University, 2002
Gregg Grisham (English), M.A., Oklahoma State University, 1979
Patricia Hays Read (Secondary Education), Ph.D., University of Alabama, 1997
- (English), M.A., Samford University, 1989
Warren Slesinger, M.F.A., State University of Iowa, 1961

Purpose Statement

The English Program at USCB is dedicated to cultivating in its students a broad cultural awareness and the ability to read carefully, think critically, and write effectively. The program encourages students to develop both a sweeping historical perspective on the development of literature in English and a deeper understanding of particular periods, genres, and authors. By helping students to investigate, nurture, and integrate their historical, philosophical, psychological, political, ideological, ethical, emotional, spiritual, and aesthetic responses to the world, the study of literature helps students to become complete and well-rounded individuals. This is why literary study has been central to Western education for well over two thousand years.

English Program Goals

Through the study of language and literature, and through the instruction and practice in writing required for all of its courses, the English program seeks to accomplish the following objectives:

- Produce graduates who read, think, and write carefully, critically, and creatively.
- Produce graduates who know when, why, and how to conduct literary research.
- Produce graduates who understand and appreciate the historical and formal development of the English language and of English and American literature.
- Produce graduates who are well-rounded and well prepared to contribute to their future work environments and society and to grow personally and professionally throughout their careers.
- Provide a solid foundation for students who wish to pursue graduate studies in English.
- Establish a learning environment in the English discipline that contributes to cooperation and collaboration with the local community in the region and the state.

Students who graduate with a B.A. in English should ...

- be effective critical thinkers, analyzers, and close readers of literature. Students should be sensitive to genre, historical period, tone, style, nuance, and detail.
- be strong writers, able to formulate a thesis, organize a complex idea, support it with appropriate evidence, and render it in coherent, grammatical, and properly punctuated written English.
- have a broad historical understanding of the development of English and American literature.
- understand the intellectual and aesthetic trends characteristic of major historical periods and major literary and artistic movements.
- understand the fundamentals of linguistics and understanding the historical development of the English language.
- have a sense of Western intellectual/philosophical history appropriate to their area of interest in English.
- have a broad background in European or American history appropriate to their interests in English
- know how to conduct literary research using MLA bibliography and important databases such as JSTOR, Project Muse, Expanded Academic ASAP, etc.
- understand the basic theoretical lenses often brought to bear upon literature.

English Curriculum

The Bachelor of Arts with a major in English is designated to be flexible enough to provide the student with an adequate background for graduate studies in English or education or preparation for such professions as business, law, medicine, the ministry, advertising, communications, and technical writing.

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

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

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

An exit survey is required of all graduating seniors.

I. General Education Requirements¹ (38-49)**English**

BENG 101, 101L, and 102 (each with a grade of "C" or higher)² 6-7

Numerical and Analytical Reasoning..... 6-7

BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

BSPC 140 or BSPC 2303

Liberal Arts

Liberal Arts Electives³6

BHIS 101, 102, 111, 112 115, or 116.....3

Fine Arts⁴3

Social/Behavioral Sciences⁵3

Natural Sciences⁶
 Two courses with laboratories.....8

Foreign Languages 0-6
 Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁷ 0-3
 A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

¹Effective for students entering USCB as of fall 2004

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. English majors may use 3 hours of their major prerequisites toward this requirement.

⁴Courses from: BARH, BATS, BMUS, or BTHE.

⁵Courses from: BANT, BECO, BGEO, BPOL, BPSY, BSOC.

⁶Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

⁷ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552.

II. Program Requirements..... 18-21

Foreign Language..... 0-3
 Students shall demonstrate proficiency in one foreign language by achieving a score of four or better on a USC foreign language proficiency test or achieving a passing grade in a 122 course.

History (an additional selection from History 101, 102, 111, or 112)..... 3

Humanities
 Courses selected from African American Studies, fine arts, foreign languages and literatures, history, philosophy (except 110, 111) or religious studies6

Philosophical Reasoning (a course in Philosophy excluding 110 & 111)3

Social/Behavioral Sciences
 Courses selected from anthropology, economics, geography, political science, psychology, or sociology6

III. Major Requirements.....36
 Prerequisites (BENG 287, 288, and 289).....9
 Two courses in pre-1800 literature.....6
 Three courses in post-1800 literature9
 Four additional courses from 380 or above, one of which must be BENG 45312

IV. Electives 14-28

Total hours required120

Bachelor of Arts in History

Robert Landrum, Program Director

Associate Professors

Robert Landrum, Ph.D., University of Wisconsin, 1999.

C. Somers Miller, M.A., University of Tennessee, 1974.

Assistant Professor

Timothy James, Ph.D., University of Chicago, 2006.

Lecturers

Dana Arneman, D.O., Ph.D., University of South Carolina, 1996.

Lisa Ciresi, Ph.D., Rutgers University, 2003.

Mike McCarthy, Ph.D., University of Denver, 1969.

Frank Whisman, M.A., Delta State University, 1988.

Steve Wise, Ph.D. University of South Carolina, 1983.

Purpose Statement

The History Program at USCB is dedicated to cultivating in its students a broad cultural and historical awareness and the ability to read carefully, think critically, and write effectively. The program encourages students to develop a broad perspective on the past alongside a deeper understanding of at least one particular period and set of issues. By helping students to investigate, nurture, and integrate their historical, philosophical, political, ideological, ethical, and emotional responses to the world, the study of history helps students to become complete and well-rounded individuals. This is why the study of history has been central to Western education for well over two thousand years.

History Program Goals

The History program seeks to accomplish the following objectives

- Produce graduates who read, think, and write carefully, critically, and creatively.
- Produce graduates who know when, why, and how to conduct historical research.
- Produce graduates who are well-rounded and well prepared to contribute to their future work environments and society and to grow personally and professionally throughout their careers.
- Provide a solid foundation for students who wish to pursue graduate studies in History.
- Establish a learning environment in the History discipline that contributes to cooperation and collaboration with the local community in the region and the state.

Students who graduate with a B.A. in History should ...

- be effective critical thinkers, analyzers, and close readers of historical literature. Students should be sensitive to argument and historical period.
- be strong writers, able to formulate a thesis, organize a complex idea, support it with appropriate evidence, and render it in coherent, grammatical, and properly punctuated written English.
- have a broad historical understanding of the development of several societies.
- understand the political, social, intellectual and aesthetic trends characteristic of major historical periods and major literary and artistic movements.
- know how to conduct historical research using primary sources.

History Curriculum

The Bachelor of Arts with a major in History is designed to be flexible enough to provide the student with a background adequate for graduate studies in History, for a future in education or in preparation for such professions as business, law, medicine, the ministry, advertising, communications, and technical writing.

A student seeking the bachelor’s degree in History must earn a grade of “C” or better in all required courses at the 300 level and above in order for those courses to count toward their major program.

An exit survey is required of all graduating seniors.

I. General Education Requirements¹ (38-49)

English

BENG 101, 101L, and 102 (each with a grade of “C” or higher)² 6-7

Numerical and Analytical Reasoning..... 6-7

BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

BSPC 140 or BSPC 2303

Liberal Arts

Liberal Arts Electives³6

BHIS 101, 102, 111, 112, 115, or 116.....3

Fine Arts⁴3

Social/Behavioral Sciences⁵3

Natural Sciences⁶

Two courses with laboratories.....8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁷ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

¹Effective for students entering USCB as of fall 2004

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. English majors may use 3 hours of their major prerequisites toward this requirement.

⁴Courses from: BARH, BATS, BMUS, or BTHE.

⁵Courses from: BANT, BECO, BGEO, BPOL, BPSY, BSOC.

⁶Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

⁷ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552.

II. Program Requirements	18-21
Foreign Language	0-3
Students shall demonstrate proficiency in one foreign language by achieving a score of four or better on a USC foreign language proficiency test or achieving a passing grade in a 122 course.	
History (an additional selection from History 101, 102, 111, 112, 115 or 116)	3
Humanities	
Courses selected from African American Studies, fine arts, foreign languages and literatures, history, philosophy (except 110, 111) or religious studies	
	6
Philosophical Reasoning (a course in Logic, either PHIL 110, 111)	3
Social/Behavioral Sciences	
Courses selected from anthropology, economics, geography, political science, psychology, or sociology	
	6
III. Major Requirements	33
Prerequisites (BHIS 300)	3
Two courses in European History, pre- and post- 1660	6
Two courses in American History, pre- and post- 1660.....	6
Six additional courses numbered 300 or above.....	18
IV. Electives	17-31
Total hours required	120

Bachelor of Arts in Liberal Studies

Gordon Haist, Program Director

Faculty Advisors

Pamela Cooper, (Communication Education) Ph.D., Purdue University, 1977

Gordon Haist (Philosophy), Ph.D., Southern Illinois University, 1974

Lynn M. Mulkey (Sociology), Ph.D., Columbia University, 1985

Juanita Villena-Alvarez (French), Ph.D., University of Cincinnati, 1994

Deborah Bernsten, (Anthropology), Ph.D., University of Oklahoma, 2001

Purpose Statement

The purpose of the Liberal Studies program is to provide a curriculum responsive to the individual's instructional choices and the institution's liberal arts capabilities. The B.A. with a major in Liberal Studies provides individualized study in a select range of upper level liberal arts courses and fosters students' ability to think critically and constructively in relation to their self-chosen academic goals. While this degree allows students to propose their own programs of upper-level study, it broadens their academic perspectives by emphasizing interdisciplinary as a method of comprehension. Successful applications for the program should identify multi-dimensional fields of study as majors, for example, interdisciplinary studies, comparative studies, cultural studies, media studies, security studies, etc, in place of traditional majors. This degree is primarily valuable for non-traditional students and for students whose research interests lead them into genuinely interdisciplinary fields of study.

Liberal Studies Program Objectives

By sponsoring interdisciplinary studies programs in relation to individual goals, the Liberal Studies program works to realize the following objectives:

- Promote comparative as well as critical and creative reasoning skills in higher level studies.
- Provide students with programs to master the interdisciplinary expansions of modern disciplinary studies.
- Produce graduates adept at recognizing and dealing effectively in work environments characterized more by synthetic structures, patterns of diffusion and ambiguity than by line-item applications of theory to practice.
- Stimulate interest in area studies, problem-centered research, and interdisciplinary communication.
- Promote a learning environment where inquiry is enhanced rather than limited by disciplinary specialization.
- Promote interdisciplinary programs of study that prepare students who pursue graduate studies with adequate foundations for comparative studies and individual research.

Students who graduate with a B.A. in Liberal Studies should:

- think independently and develop ideas reflectively from the resources of liberal arts studies;
- create an intellectually satisfying and effective synthesis between their stated interests and their formal study;
- be accurate and informed about the subject-matters of their major and minor coursework and capable interpreters of themes and issues associated with these areas of concentration;
- know how to conduct research in databases related to their major and minor studies;
- be able to communicate effectively, including writing thematically clear, well supported papers and developing connected thought patterns in discussion;
- understand the historical context and global perspectives, including value as well as factual orderings, that gives coherence or consistency to the curriculum they have studied;
- be capable of transforming the interests that formed their individual curricula of study into life-long patterns of inquiry and social and vocational development; and

- think critically on the basis of their own experiences and be able to convey to others the connection between human interests and knowledge.

Academic Standards for the Liberal Studies Program

Students can declare a major in liberal studies as early as the end of their freshman year, but they must submit an application after having earned 45 credit hours of college level work in order to be admitted into the program. The application consists of a statement of academic interests and goals, a program of study for achieving them, and an attached essay that explains and justifies these choices. Where a curriculum of interdisciplinary study exists, as in Security Studies, the program of study must satisfy its requirements. A minimum grade point average of 2.0 is required for admission as well as graduation, and majors must earn a "C" or better in all courses included in the major and the minor fields of study. Once the program of study is approved, changes may be made to it but must be approved by the advisor. Prerequisites for courses listed in the program of study may satisfy general education or elective requirements, but must in any case be met. All students must earn at least 30 USCB hours after they are admitted to the program, and a minimum of 120 accredited hours of coursework satisfying general education and program requirements, electives, and approved upper-division major and minor requirements must be presented to earn the Bachelor of Arts in Liberal Studies.

Liberal Studies Curriculum

The Bachelor of Arts with a major in Liberal Studies is designed for students who want to pursue interdisciplinary studies. It combines an individualized program of major study in two or more disciplines with a minor in a single discipline.

I. General Education Requirements¹(38-49)

English

BENG 101, 101L, and 102 (each with a grade of "C" or higher)² 6-7

Numerical and Analytical Reasoning..... 6-7

BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

BSPC 140 or BSPC 230.....3

Liberal Arts

Liberal Arts Electives³6

BHIS 101, 102, 111, 112, 115, or 116.....3

Fine Arts⁴3

Social/Behavioral Sciences⁵3

Natural Sciences⁶

Two courses with laboratories.....8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁷ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

¹Effective for students entering USCB as of fall 2004

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Liberal Studies majors must select one course of English Literature, BENG 270 or higher, to fulfill 3 hours of this requirement.

⁴Courses from: BARH, BATS, BMUS, or BTHE. Liberal Studies majors are encouraged to take BARH 105, BARH 106, BMUS 110, or BTHE 200.

⁵Courses from: BANT, BECO, BGEO, BLIN, BPOL, BPSY, BSOC.

⁶Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

⁷ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552.

II. Program Requirements.....3
 Psychology, sociology, anthropology, geography, or political science

III. Major36
 A minimum of 36 hours of 300/400 level coursework from the following disciplines:
 Anthropology, Art History, Philosophy, Political Science, Religion, Sociology, Speech and Theatre.

Each student must propose a curriculum of upper-division courses after earning 45 or more hours of college credit and gain acceptance into the program. The program shall include a minimum of 36 semester hours of credit in courses numbered 300 or above in two or more fields. No course submitted in fulfillment of the general education requirements may be included in the program requirements.

IV. Minor Requirements.....18
 A minimum of 18 hours of 300/400 level coursework in a single discipline chosen from one of the following: Anthropology, Art, Art History, Business, Education, English, Foreign Language, History, Philosophy, Political Science (including Global Studies), Psychology, Religion, Sociology, Speech, and Theater.

Minors must satisfy departmental requirements, if any, in the field chosen for minor study

V. Electives..... 14-25

Total hours required120

Bachelor of Science in Business Administration with a Concentration in Management

TBD, Program Director

Professor

Davis Folsom (Economics), Ph.D., University of Connecticut, 1979

Associate Professors

Rick Boulware (Economics), M.B.A., Winthrop University, 1977

Tom Odom (Computer Science), M.S., University of South Carolina, 1974

Assistant Professor

Dean Cleavenger (Management), Ph.D., University of Mississippi, 1997

Instructors

M. Dee Guillory (International Management/Marketing), M.B.A., University of Michigan, Ann Arbor, 1991

Virginia Crews (Accounting), M.B.A., The Citadel, 1987

Yiming Ji, (Computer Science), Ph.D., Auburn University, 2006

Lecturers

Ron Petit (Business Administration), M.B.A., University of Alaska, 1971

Aurel Stuart (Management), M.S., Troy State University, 1999

Holly Golden, (Accounting), M.B.A., Winthrop University, 1996

Purpose Statement

The Business Administration Program focuses on creating a caring learning environment in its undergraduate program at multiple locations. The program prepares students to successfully meet the dynamic global, technological, and ethical challenges of business and society.

Business Administration Program Goals

BS in Business Administration program objectives include the following:

- Develop the fundamental ideals, values, and guiding principles for professional and personal life.
- Advise students on their potential career identification and course selection.
- Provide small class sizes that enable students to receive individualized coaching.
- Encourage a close, professional working relationship with faculty, staff, and students.
- Ensure that each course is grounded in sound business theory and principles with a practical emphasis.
- Provide opportunities for students to participate in structured, team-based activities (in-class projects and club activities).
- Support campus-based student organizations to assist in developing student leaders in an interactive environment.
- Deliver a curriculum that broadens the students' knowledge in the critical business functions of management, accounting, finance, marketing, economics, production, and information technology.
- Deliver a curriculum that has a strong quantitative component-based on statistical applications in business research to help prospective business professionals make effective decisions.

Students who graduate with a Bachelors of Science in Business Administration should be able to:

- Utilize a well developed acumen for business terminology and concepts .

- Formulate a thesis, organize a complex idea, support it with appropriate evidence, and render it in coherent, grammatical, and properly punctuated written English.
- Demonstrate the ability to develop and deliver a professional business presentation.
- Demonstrate the ability to conduct an effective business analysis and make strong short-term and long-term recommendations based on this analysis.
- Demonstrate a thorough and broad historical understanding of the development of business practices.
- Conduct business research using major library databases, business journals, and business reference resources.
- Demonstrate an understanding of the basic theoretical concepts in the business literature.
- Discuss the major theoretical approaches to the study of human behavior.
- Demonstrate a good general knowledge of the current state (current events) of business affairs.
- Integrate and utilize concepts from fundamental business courses (Marketing, Management, Operations, MIS, Finance and Accounting) to construct strategically sound long-term organizational
- Effectively utilize technology resources to perform management functions such as financial analysis, scheduling, production work flows and database storage and retrieval.
- Lead others by properly utilizing reward schedules, by establishing and reinforcing a worthy vision for the organization and by setting forth and establishing appropriate goals and objective.

Accreditation

The University of South Carolina Beaufort will seek accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

Curriculum

USCB offers the Bachelor of Science with a major in Business Administration and a concentration in Management. To qualify for graduation, a student must meet general education requirements, business core requirements and management concentration requirements as stated below.

Admissions Standards for the Business Administration Program

Students who fulfill the admission requirements of USC Beaufort may enroll as business majors. Transfer students are required to have a 2.0 GPA.

Business Administration with a concentration in Management Curriculum

I. General Education Requirements¹ (41-47)

English

- BENG 101, 101L, and 102 (each with a grade of “C” or higher)² 6-7
- BENG 270 or Higher3

Numerical and Analytical Reasoning³ 6-7

- BMTH 110 or BMTH 111/111L or a higher level mathematics course and BMTH 122.

Speech

- BSPC 140 or BPSPC 230.....3

Liberal Arts

- BHIS 101, 102, 111, 112, 115, or 116.....3
- Fine Arts⁴3
- Social/Behavioral Sciences⁵3

Natural Sciences⁶	
Two courses with laboratories.....	8
Foreign Languages	0-6
Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.	
Non-Western Studies⁷	0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.	
II. Program Requirements	13-19
BECO 221, 222	6
BMGS 290	3
Free Elective(s)*	4-10
*Students must earn a total of 60 credit hours of general education coursework (sections I & II above). Therefore, students who place out of BMTH 111L, BENG 111L and/or test out of the language requirement must take equivalent credit hours so that sections I & II above equal 60.	
III. Business Core Requirements	36
BACC 225, 226.....	6
BBAD 324, 345, 363, 379, 383, 396 or BECO 303,.....	18
BMGT 371, 390	6
BMGS 291	3
BMKT 350	3
IV. Management Concentration Requirements	15
BMGT 374, 376, 473, 475, 478	15
V. Business Elective	9
Any 3 upper division Business/Economics courses not required by sections III or IV	
Total hours required	120

¹Approved by USCB Faculty organization, January 23, 2004, and effective 2004/2005 academic year.

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Business majors must take BMTH 122.

⁴Courses from: BARH, BATS, BMUS, or BTHE.

⁵Courses from: BANT, BECO, BGEO, BLIN, BPOL, BPSY, BSOC.

⁶Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

⁷ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552..

Bachelor of Science in Hospitality Management

Charles L. Calvert, Program Director

Associate Professor

Charles L. Calvert - (Higher Education Administration), Ed.D., North Carolina State University, 1997;

(Hotel Administration), M.S., University of Nevada, Las Vegas, 1987

John Salazar – (Hotel and Restaurant Management), Ph.D., Auburn University, 2000

Instructors

John Chiacchiero – MBA, Miami University, Oxford Ohio, 1986

Keri Jordan – J.D., University of Tulsa, 1993

Pat McKenna – M.S., Physical Education and Recreation, University of Illinois, 1965

Leta Salazar – M.S., Hotel and Restaurant Management, Auburn University, 2000

Aurel Stuart – M.S., Human Resource Management, Troy State University, 1999

Purpose Statement

The mission of the Hospitality Management program is to provide and continually improve a curriculum responsive to the dynamics of the regional hospitality industry. Graduates will be prepared to serve in leadership and management positions in a wide range of capacities including settings in lodging, food service, time-share operations, golf courses, resort operations, conference and convention arenas, private clubs, and continuing care/retirement facilities, among others.

Hospitality Management Program Goals

Program objectives include the following:

- Provide students with knowledge of hospitality management principles and practices applicable to current and future marketplaces that contribute to individual and industry success.
- Prepare students to contribute to their organizations and the larger society and to grow personally and professionally throughout their careers.
- Foster students in analytical and decision-making skills; communication skills; a global perspective; a sense of social responsibility and business ethics; and characteristics of leadership.
- Meet demands of regional students who wish to pursue a baccalaureate degree in hospitality management.
- Attract diverse, career-oriented students by making available a curriculum that corresponds to regional hospitality industry needs.
- Contribute to economic development in the region and the state by delivering educational opportunities that establish and/or improve the workforce for existing, expanding, relocating, and new hospitality oriented businesses.
- Establish a learning environment in hospitality management disciplines that contributes to cooperation and collaboration with the hospitality industry community in the region and state.

Student Learning Outcomes

Students who graduate with a Bachelors of Science in Hospitality Management should be able to:

- Students will demonstrate a knowledge of the theories, concepts and applications relating to management of hospitality operations
- Students will demonstrate effective oral communication skills and research skills
- Students will demonstrate an understanding of the unique problems and issues associated with management of Lodging, Food Service, Resort and Private Club Operations

- Students will demonstrate an understanding of the economic and social relationship between the tourism and hospitality industries
- Students will demonstrate competencies required of a professional in the hospitality industry
- The Hospitality program will include students from a diverse background that promotes understanding and tolerance of others.

Admission Standards for the Hospitality Management Program

Students who fulfill the admission requirements of USC Beaufort may enroll as hospitality majors. Transfer students are required to have a 2.0 GPA.

Hospitality Management Curriculum

The curriculum focuses on preparing students for managerial positions in the hospitality industry. Careers include management and entrepreneurial positions in time-share organizations, private clubs, lodging and food service operations, and the private and public tourism sectors.

I. General Education Requirements¹ (38-49)

English

BENG 101, 101L, and 102 (each with a grade of “C” or higher)² 6-7

Numerical and Analytical Reasoning..... 6-7

BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

BSPC 140 or BSPC 230.....3

Liberal Arts

Liberal Arts Electives³ (One course must be BECO 221 or BECO 222).....6

BHIS 101, 102, 111, 112, 115, or 116.....3

Fine Arts⁴3

Social/Behavioral Sciences⁵3

Natural Sciences⁶

Two courses with laboratories.....8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁷ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

II. Program Requirements.....18

BACC 225 (Fundamentals of Accounting I) **and** BACC 226 (Fundamentals of Accounting II) must be taken before

BHRM 421 (Hospitality Financial Management) 6

BHRM 230 (Hospitality Management) or BMGT 371 (Principles of Management)..... 3

BMKT 350 (Principles of Marketing).....3

BCSE 101 (Introduction to Computer Concepts) **or**

BMGS 290 (Computer Information Systems in Business) 3

BENG 463 (Business Writing) **or** BBAD 345 (Business Communications) 3

III. Professional Concentration Courses	37
BHRM 110 Introduction to Hospitality,	
BHRM 260 Hotel Management	
BHRM 270 Quantity Food Production,	
BHRM 280 Tourism,	
BHRM 285 Club Management,	
BHRM 357 Hotel, Restaurant, and Travel Law,	
BHRM 370 Restaurant Food Production Management, or BHRM 372 Catering Management	
BHRM 421 Hospitality Financial Management,	
BHRM 450 Hospitality Marketing Sales,	
BHRM 490 Hospitality Management Strategies,	
BHRM 495(Summer) Hospitality Management Internship	36
IV. Professional Elective Courses	9
BHRM electives (at least six credit hours at 300 level or higher).....	9
BHRM 228 Purchasing and Controls,	
BHRM 230 Hospitality Management,	
BHRM 290 Practicum	
BHRM 311 Principles of Food Service Sanitation,	
BHRM 312 Management by Menu,	
BHRM 313 Internal Training and Development,	
BHRM 328 Hospitality Accounting,	
BHRM 335 Hospitality Delivery Systems,	
BHRM 340 Nutrition,	
BHRM 352 Software Applications for the Hospitality Industry,	
BHRM 355 Physical Plant Design,	
BHRM 364 Conference and Meeting Planning,	
BHRM 376 Contract Foodservice Management,	
BHRM 390 Careers in Hospitality/Tourism,	
BHRM 399 Independent Study (1-6 credits)	
BHRM 410 BHRM Current Issues,	
BHRM 440 Services Management for Hospitality and Tourism,	
BHRM 473 Club cuisine and Service,	
BHRM 475 Wines and Spirits in Food Service Establishments,	
BHRM 491 Club Management Internship, or	
BHRM 585 Advanced Club Management	
V. Electives	8-18
Total hours required	120

¹Effective for students entering USCB as of fall 2004.

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSOC, BTHE. One course must be BECO 221 or 222.

⁴Courses from: BARH, BATS, BMUS, or BTHE

⁵Courses from: BANT, BPSY, BSOC.

⁶Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

⁷ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552.

Bachelor of Science in Human Services

Lynn M. Mulkey, Program Director

Professor

Lynn M. Mulkey (Sociology), Ph.D., Columbia University, 1985

Associate Professor

Roy Darby (Psychology), Ph.D., University of Florida, 1978

Assistant Professor

Randolph Hawkins (Sociology), Ph.D., Bowling Green State University, 1983

Instructors

William Boggan (Psychology), Ph.D., University of North Carolina at Chapel Hill, 1968

Cherryl Garner (Psychology), Ph.D., Adelphi University, 1994

Lecturers

Blanche Douglas (Psychology), Ph.D., Rhodes University, 2000

Charles W. Jarret (Sociology), Ph.D., Ohio State University, 1982

Philip Robinson (Sociology), M.A., Montclair State College, 1975

Robert A. Rogers (Sociology), M.A., University of Detroit, 1965

Paul Shepherd, (Human Development/Gerontology) Ph.D., University of Maryland, 1986

Bryant L. Welch (Clinical Psychology), Ph.D., University of North Carolina, Chapel Hill, 1976

James Glasson, (Philosophy), M.A., University of Rhode Island, 1974

Randy Lamkin, (Sociology), Ph.D., University of Connecticut, 1980

Purpose Statement

The Human Services Program creates job expansion for college students. This degree program has emerged internationally as a response to rising skill demands across the employment sector in a global economy. It prepares students at the baccalaureate level for professional service in the art and science of caring for individuals, families and other groups, and communities. The program draws heavily from the disciplines of sociology and psychology and is guided by the principles of the national Council on Standards for Human Services Education. Through a series of internships, students will develop the art of enabling humans to be empowered by their assets to develop relationships (an asset-based approach) instead of powering solutions to human needs through knowledge gained in behavioral science (a needs-based approach).

Human Services Program Goals

Program Objectives include the following:

Goals

Four key goals embodied in the mission statement provide a high quality baccalaureate degree program in the Human Services. The program will:

- promote asset-based approaches to individuals, families and other groups, and communities.
- employ an interdisciplinary approach to human services.
- meet the demands for greater knowledge and skills in a global economy.
- employ experiential learning to provide students with internships that allow them to utilize the knowledge and skills learned from their class work.

Objectives

The following objectives derive from the four goals contained in the mission statement:

Asset-Based Approach

- Students will demonstrate the capacity to transcend personal interests, needs, fears, desires, and history in order to engage in a caring professional relationship
- Students will demonstrate an understanding of the importance of personal values, and attitudes and both personal and professional ethics in human services. These include confidentiality, multiculturalism and diversity, and legal issues as they concern the applied areas of the social sciences.
- Students who graduate from the Human Services Program will identify the distinctive expertise and approach of their training: unlike social work, psychology, or sociology programs that focus strictly on specialized domains, their interdisciplinary area of study finds its niche as a unique combination of knowledge, skills, and abilities required for understanding, individual, group, and community needs.

Interdisciplinary

- Students will demonstrate an understanding of the interdisciplinary theories and concepts important for understanding human behavior and systems including the individual, interpersonal, organizational, community and societal and their interactions.
- Students completing the Bachelor of Science in Human Services will have developed an in-depth understanding in the fields of psychology and sociology and will be prepared to work or pursue graduate studies in fields related to their training (i.e., social sciences, public health, gerontology/assisted living communities, law, criminology/criminal justice/juvenile justice, vocational rehabilitation, social work and services, education/daycare/after-school programs, health care facilities, and business.

Rising Skill Demands in a Global Economy

- Students will demonstrate skills in analyzing both the social and individual aspects of human behavior that accommodate the expressed needs and rising skill demands of local, regional, and national employers.
- Students will demonstrate a knowledge of the historical development of human services.
- Students will demonstrate knowledge and skill in systematic analysis of individual and community assets, needs and the ability to identify appropriate strategies, services or interventions and the ability to evaluate outcomes.
- Students will demonstrate knowledge and skill in information management.
- Students will demonstrate knowledge and skill in the administrative aspects of human service.

Experiential

- Students will demonstrate knowledge and skills in implementing a variety of appropriate entry-level human services interventions.
- Students will demonstrate the ability to practice high-level interpersonal and communication skills.
- Students will participate in field experiences and reflection activities that enable them to develop an awareness of their own values, personalities, reaction patterns, interpersonal styles, and their limitations.
- Students will participate in field experiences and reflection activities that are integrated with and apply the analytical tools of the program curriculum and its interdisciplinary focus.
- Students will have accrued credit for their participation in two to three internship courses that place them in field experiences for a minimum of 160 and a maximum of 350 hours.
- Students enrolled in internship courses will receive on-site supervision from their placement site and additional support and reflection opportunities from program faculty.

Students who graduate with a B.S. in Human Services should ...

- Students completing the Bachelor of Science in Human Services will have developed an in-depth understanding in the fields of psychology and sociology and will be prepared to work or pursue graduate studies in the field or related fields.
- Specifically, graduates of the Human Services Program will utilize the degree as a terminal degree, but will sometimes utilize the degree as foundational for advanced graduate training in the social sciences and in public health, gerontology, vocational rehabilitation, law and criminology, social work, and others.
- Students will be prepared to work in a wide variety of such agencies as the Department of Social Services, environmental protection, the Department of Juvenile Justice, child protective services, assisted living communities, health care facilities, daycare and other after-school programs, and others.
- Human Services graduates will comprehend theories, concepts, research and statistical methods, and applications/interventions from the two interrelated disciplines of psychology and sociology as well as from the field of human services as they sometimes pertain to social problems of crime, poverty, substance abuse, domestic violence, and age, gender, and racial/ethnic discrimination.
- Graduates of the Human Services Program will understand the professional values of human service work as well as values conflicts (dilemmas), especially those concerning confidentiality, multiculturalism, and diversity, and legal issues, inevitable in the applied areas of the social sciences.
- Students who graduate from the Human Services Program demonstrate skills in analyzing both the social and individual aspects of human behavior that accommodate the expressed needs and rising skill demands of local and regional agencies.
- Human Services graduates will demonstrate the ability to write professionally about the human services and explain ideas orally; they will also prove proficiency in a foreign language and in computer use.
- Students who graduate from the Human Services Program will identify the distinctive expertise of their training such that unlike social work, psychology, or sociology programs that focus strictly on specialized domains, their interdisciplinary area of study finds its niche as a unique combination of knowledge, skills, and abilities required for understanding individual, group, and community needs.

Human Services Curriculum

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 Human Services major must have a grade of “C” or better in each program and major course in order for that course to count toward the degree. Program and major courses in which less than a “C” is earned may be repeated twice for a maximum of three attempts. Developmental courses will not count toward the 120 hour requirement for a bachelor’s degree. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work..

Human Services majors must complete 15 credit hours both in psychology and sociology courses at 300 level and above and must satisfactorily complete the Human Services courses to include two internships.

I. General Education Requirements¹ (38-49)

English

BENG 101, 101L, and 102 (each with a grade of C or higher)² 6-7

Numerical and Analytical Reasoning 6-7

BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

BSPC 140 or BPSC 2303

Liberal Arts

Liberal Arts Electives³6
 BHIS 101, 102, 111, 112, 115, or 1163
 Fine Arts⁴3
 Social/Behavioral Sciences⁵3

Natural Sciences⁶

Two courses with laboratories.....8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁷ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

¹Effective for students entering USCB as of fall 2004.

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Human Services transfer students may have taken a Human Services course that may fulfill 3 hours of this requirement.

⁴Courses from: BARH, BATS, BMUS, or BTHE.

⁵Courses from: BANT, BECO, BGEO, BLIN, BPOL, BPSY, BSOC. Human Services major prerequisites may be used to satisfy this requirement.

⁶Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

⁷ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552.

II. Program Requirements 18 - 19

BPSY 101 and BSOC 1016
 Foreign Language (once course at a higher level, in the same language as above, preferably Spanish)6
 One statistics course from BPSY 227, BSOC 220, BSTA 110, BSTA 201, BSTA 210, or BMGS 2913
 One research methods course from either BPSY 226, BSOC 497, or BBAD 396 3-4

III. Major Requirements45

Five psychology courses at 300 level or above15
 Five sociology courses at 300 level or above15
 BHSV 3003
 BHSV 3013
 BHSV 3023
 BHSV 401 (two internships)6

V. Electives 8-18

Total hours required120

Bachelor of Arts in Psychology

Roy Darby, Program Director

Associate Professor

Roy O. Darby, III, Ph.D. (Clinical Psychology) University of Florida, 1978

Instructors

William Boggan, (Psychology), Ph.D., University of North Carolina, Chapel Hill, 1968

Cherryl Garner, (Psychology), Ph.D., Adelphi University, 1994

Lecturers

Blanche Douglas, (Psychotherapy), Ph.D., Rhodes University, 2000

Paul Shepherd, (Human Development/Gerontology) Ph.D., University of Maryland, 1986

Bryant L. Welch, (Clinical Psychology), Ph.D., University of North Carolina at Chapel Hill, 1976; J.D., Harvard Law School, 1972

Linda B. Wilson, (Counseling Psychology), Ph.D., Boston College, 1980

Psychology Program Mission Statement

The psychology program at USC Beaufort is committed to providing its students with a broad knowledge of the principles of human behavior and mental processes. The program seeks to engender in its students well-developed problem-solving and communication skills which allow the critical analysis and integration of complex information using disciplined thought processes. Knowing the factors that help maintain psychological, physical and social well-being can benefit graduates in psychology throughout their professional and personal lives. Psychology graduates tend to have strong "people" skills, a valuable commodity in almost any profession. The application of these skills is not confined to the helping professions such as counseling and medicine, but also to such diverse fields as law, human services, community and public affairs, education, management, sales, advertising, marketing, service industries, research, and writing. Further, the program is committed to providing students with a solid academic foundation in psychology for those who will pursue graduate work in psychology and related fields.

Psychology Program Objectives

- Provide students with a knowledge of the broad areas of scientific psychology that results in students becoming more self-aware, more perceptive of others, more analytical in their thinking and more effective in their professional, social and personal relationships.
- Prepare students to contribute to their future work environments and the larger society and to grow personally and professionally throughout their careers.
- Foster in students analytical and decision-making skills, communications skills, a global perspective, a sense of social responsibility and ethics, and characteristics of leadership.
- Meet demands of regional students who wish to pursue a baccalaureate degree in psychology and provide a solid foundation for those planning to pursue graduate studies in psychology and the mental health and human services.
- Attract diverse, career-oriented students by making available curricula that correspond to regional community needs in a variety of areas involving human functioning.
- Establish a learning environment in the psychology discipline that contributes to cooperation and collaboration with the educational and service community in the region and the state.

Each successful graduate with a psychology major will be able to:

- Define psychology and identify its major subfields of study in the applied and research domains.
- Describe the major methodologies for the scientific study of behavior and the primary concepts involved in experimental design as well as the ethical considerations for conducting research.
- Show facility in computing basic parametric and non-parametric statistics given a data set from a psychological study.
- Identify the major divisions of the nervous systems and their functions and structures
- Describe how neurons function and communicate with each other.
- Discuss the relationship between behavior and the functioning of the endocrine system.
- Trace the pathways and structures involved in the major human senses.
- Discuss the basic role of genetics as the substrate for human psychological function and the interaction of nature and nurture in the production of human behavior.
- Give an overview of human development with respect to physical, cognitive, personality and social dimensions as they change at each stage of the human life span.
- Discuss the basic principles involved in classical and operant conditioning and in learning through observation.
- Enumerate the types of human memory and their components as well as strategies for retarding forgetting.
- Critique the concept intelligence and identify its components as well as the methodologies used in measuring it.
- Define language and discuss its relationship to thinking.
- Identify the roles of biological and psychological factors in the major types of motivation.
- Discuss the role of emotions and stress in the maintenance of physical and psychological health.
- Identify the current classification system for mental disorders and its major divisions.
- Describe the major mental illnesses, their causes and types of treatments.
- Discuss the major theoretical approaches to the study of personality.
- Describe the social psychological research findings in the areas of aggression, attribution, group process, pro-social behavior, social influence and attitudes.

Psychology Curriculum

Earning the Bachelor of Arts with a major in Psychology assures that the student will be exposed to the broad spectrum of subfields of psychology. In addition to the psychology prerequisite, BPSY 101, all students must successfully complete the research foundation courses BPSY 226, BPSY 227 and BPSY 228. Upper-level psychology courses (numbered 300 and above) are used to complete the major, but must meet the distribution requirements listed below.

The student must obtain a grade of “C” or better in all courses taken for major credit. Students who pursue the psychology major must either elect a minor (with a minimum of 18 hours) or complete 12 hours of cognate courses.

I. General Education Requirements¹(38-49)

English

BENG 101, 101L, and 102 (each with a grade of “C” or higher)²6-7

Numerical and Analytical Reasoning 6-7

BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

BSPC 140 or BPSC 2303

Liberal Arts

Liberal Arts Electives (humanities and social/behavioral sciences)³6
 BHIS 101, 102, 111, 112, 115, or 116.....3
 Fine Arts⁴3
 Social/Behavioral Sciences⁵3

Natural Sciences⁶

Two courses with laboratories.....8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁷ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

II. Program Requirements 0-6

Psychology 101 0-3

(Psychology 101 may fulfill either a general education requirement or serve as an elective, but it must be completed for a major in psychology.)

Foreign Language 0-3

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken tests on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language proficiency test or achieving a passing grade in a 122 course.

III. Major Requirements32

PSYC 2263

PSYC 2273

PSYC 2282

Two courses from PSYC 410, 420, 430, and 4406

Two courses from PSYC 400, 405, 450, and 4606

Four courses in psychology 300 or above12

At least nine hours numbered 400 and above and at least three hours numbered 500 and above; students may count up to six hours of independent study, individual research, and practicum courses (489, 498, 598, 599) for major credit.

**A grade of "C" or higher must be obtained in courses taken for major credit.*

IV. Cognate (12) or Minor (18) 12-18

The cognate is intended to support the course work in the major. Cognate courses may be drawn from one or more departments, depending on the individual interests and requirements of the student as judged by the departmental advisor. A cognate differs from a minor in that the courses must be above prerequisite level and may be distributed over more than one subject area. All cognate courses must be passed with a grade of C or higher.

V. Electives (16-38) 16-38

Total hours required120

¹Effective for students entering USCB as of fall 2004.

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.

⁴Courses from: BARH, BATS, BMUS, or BTHE..

⁵Courses from: BANT, BECO, BGEO, BLIN, BPOL, BPSY, BSOC. Psychology major prerequisites may be used to satisfy this requirement.

⁶Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

⁷ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552.

Bachelor of Arts in Spanish

Juanita Villena-Alvarez, Program Director

Professor

Juanita Villena-Alvarez (French), Ph.D., University of Cincinnati, 1994

Associate Professors

Veronica Burke (Spanish), Ph.D., Tulane University, 2000

Instructor

Amanda Agila (Spanish), M.A., Florida International University, 2001

Lecturers

Terri Betris (Spanish), M.A., University of Georgia, 2000

T. Bruce Fryer (Foreign Language Education), Ph.D., University of Texas (Austin), 1970

Anne Villers (Spanish), M.A., Ohio University, 1985

Purpose Statement

Recent rapid local and national demographic fluctuations have created intensive demands upon academic programs offered in the Lowcountry. The increasing Hispanic population in the community has necessitated a program centered on acquiring Spanish speaking skills. The combination of an intensive liberal arts background with language proficiency skills and practical experience will help students investigate and integrate knowledge and perspectives in today's technologically changing world. The purpose of the proposed Bachelor of Arts with a major in Spanish degree program is to enhance and continually improve a university curriculum responsive to the region's higher education needs. The program has two tracks: 1.) Spanish for Heritage Speakers and 2.) General Spanish. Both have been designed to address specific regional demands in education, business, health, social, professional, and human services sectors, among others. The study of the Spanish language, culture, history and literature is an integral part of a liberal arts college education, fostering in students an awareness of their global and local responsibilities and rights. Students will learn to examine and analyze their sociological, political, historical, philosophical, ethical and ideological responses to current situations and circumstances within society. These skills will place students in a primary position to respond to the comprehensive demands of the region. Additionally, the program will provide a field of study vital to a traditional university education. The program centers on the constitution and emergence of modern American and international society and its increasing cultural, political, economic, and ecological interdependence.

Spanish Program Goals

The BA in Spanish Program objectives include the following:

- Provide students with Spanish language and Hispanic cultural skills that result in their becoming more articulate and analytical, as well as historically and socially informed.
- Foster in students a multicultural perspective and a sense of social responsibility.
- Prepare students to be aware of, and respond to, escalating multicultural and global societal changes. Additionally, prepare students to be aware of, and respond to, newly arrived Hispanic residents of the locality and state.
- Provide the educational foundation to foster community building and avert possible friction and conflict among various cultures living together—some of them, for the first time.
- Bridge the gap between area local high schools and higher education by providing a Spanish curriculum that is not redundant, but continuous and more in-depth.
- Provide an educational means to integrate the rapidly growing Hispanic population within the community.

- Alleviate the need for the regional and state educational community to look abroad in order to fill Spanish and Hispanic related jobs.
- Mold students as citizens of the world, enabling them to demand their global rights as well as face their global responsibilities.
- Establish a learning environment in the Spanish and Hispanic culture that contributes to cooperation and collaboration with the statewide educational community.

Spanish Curriculum

I. General Education Requirements¹(38-49)

English

BENG 101, 101L, and 102 (each with a grade of “C” or higher)² 6-7

Numerical and Analytical Reasoning..... 6-7

BMTH 110 or BMTH 111/111L or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

BSPC 140 or BPSC 230.....3

Liberal Arts

Liberal Arts Electives³.....6

BHIS 101, 102, 111, 112, 115, or 116..... 3

Fine Arts⁴3

Social/Behavioral Sciences⁵3

Natural Sciences⁶

Two courses with laboratories.....8

Foreign Languages 0-6

Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies⁷ 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

¹Effective for students entering USCB as of fall 2004.

²Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.

³Courses from the following disciplines: BAFR, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.

⁴Courses from: BARH, BATS, BMUS, or BTHE.

⁵Courses from: BANT, BECO, BGEO, BPOL, BPSY, BSOC.

⁶Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.

⁷ The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 115, BHIS 116, BRLG 203, BSOC 315, BSPA 380B or any non-western course. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 552.

II. Program Requirements	3-6
Foreign Language	0-3
Students shall demonstrate proficiency in one foreign language by achieving a score of four or better on a USC foreign language proficiency test or achieving a passing grade in a 122 course.	
BHIS 109	3
III. Major Requirements	36
<i>Track One:</i> Spanish Major for Heritage Speakers	
Nine courses at the BSPA 300 level or above	27
Three courses (selected from BANT 301, BHIS 420, BHIS 421, BHIS 423, BHIS 663, BSOC 512)	9
<i>Track Two:</i> General Major:	
Prerequisites: BSPA 209, 210	6
Ten courses at the BSPA 300 level or above.....	30
IV. Minor Requirements	18
A minimum of 18 hours of 300 level or above coursework in a single separate discipline	18
V. Electives	12-25
Total Hours Required	120-121

USCB COMPOSITE COURSE LISTING

African American Studies (BFRO)

BFRO 201 — Introduction to African-American Studies. (3)

BFRO 202 — Introduction to African-American Studies. (3)

Anthropology (BANT)

BANT 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. May be taken with, or independently of, BANT 102.

BANT 102 - Understanding Other Cultures. (3) An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods, and data of socio-cultural anthropology and anthropological linguistics. May be taken with, or independently of, BANT 101.

BANT 301 - Latin American Cultures. {BLAS 311} (3) Comparative study of selected Latin American cultures with emphasis on their significance for a broader anthropological theory.

BANT 302 - Multicultural Perspectives of American Society. (3) Application of techniques and insights of social and cultural anthropology to selected cultural settings in contemporary USA.

BANT 312 - Contemporary Cross-cultural Analysis. (3) An examination of conformity, conflict or stability, of human interactions across cultural boundaries both at home and abroad, the positive and negative consequences of increasing global interconnectedness and the role of culture change, ethnic identity or religious unity in creating contradictory social and political trends.

BANT 317 - North American Indian Cultures. (3) Comparative study of ethnographic data on American Indian cultures, with emphasis on their significance for ethnological theory.

BANT 333 - North American Prehistory. (3) Prehistoric anthropology in North America from the first arrival of man through the beginning of European acculturation.

BANT 351 - The Family in Cross-Cultural Perspective. (3) Kinship, systems of descent, marriage, and domestic organization in different cultures. Variations in childrearing practices, sex roles, and other aspects of social relations in kin groups.

BANT 352 - Anthropology of Magic and Religion. {=BRLG 360} (3) A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession.

BANT 355 - Language, Culture, and Society. {=BLIN 340} (3) Language in its social setting. The relationship between linguistic categories and culture categories. Language and cognition.

BANT 371 - Ethnography of Communication. (3) Ethnographic analysis of communication in human groups and institutions.

BANT 399 - Independent Study. (3-6) (Prereq: consent of instructor) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BANT 552 - Medical Anthropology. (3) Socio-cultural factors in health, illness, healing, and in medical systems. Cross-cultural and ethnographic evidence for public health research and program applications.

BANT 512 - Gender and Language Use. {=BLIN 512} (3) The course will explore an approach to gender and language use that emphasizes the grounding in social practice of both.

Art

Art Education (BARE)

BARE 101 - Introduction to Art. (3) Lectures in art appreciation introducing the elements and principles of the visual arts, with examples from the history of art.

BARE 345 - Art Evaluation. (3) The language of art is taught through viewing, interpreting, producing, and appreciating art. Historical and contemporary art criticism; methods of teaching art criticism to children and young adults.

BARE 350 - Interactive Multimedia Approaches to Learning in Art. (3) An introduction to classroom applications of interactive multimedia such as photography, sound, video, and computer generated imagery for curriculum planning in art.

BARE 399 - Independent Study. (3-9) (Prereq: consent of instructor and department chair) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BARE 520 - Art for Elementary Schools. (3) Methods of teaching art to elementary and preschool children. Major emphasis will be given to relevant studio experiences.

BARE 530 - Art of Children. (3) A study of prominent theories of the artistic development of children from infancy through adolescence. Students will examine children's art from various age groups and apply theoretical explanations to these observations.

Art History (BARH)

BARH 105 - History of Western Art. (3) The visual arts from Paleolithic times to the Renaissance.

BARH 106 - History of Western Art. (3) The visual arts from the Renaissance to the present.

BARH 250 - Methodologies in Art History. (3) A seminar for art history majors and graduate students in the history and various methodologies of the discipline.

BARH 313 - History of Roman Art. (3) An examination of the development of architecture, painting, and sculpture until the end of the Roman Empire.

BARH 315 - History of Medieval Art. (3) A survey of architecture, painting, and sculpture in Europe during the Middle Ages.

BARH 320 - History of Italian Renaissance Art. (3) The origins and development of Renaissance painting, sculpture, and architecture in Italy during the 15th and 16th centuries.

BARH 321 - History of Northern Renaissance Art. (3) The arts of Northern Europe during the 15th and 16th centuries with particular emphasis on the developments in the Low Countries, Germany, and France.

BARH 325 - History of Southern Baroque Art. (3) The art and architecture of Italy and Spain in the 17th century.

BARH 326 - History of Northern Baroque Art. (3) The art and architecture of Holland, Flanders, France, England, Germany, and Austria in the 17th century.

BARH 327 - History of 18th Century Art. (3) The art of 18th century Europe from the emergence of the Rococo through the neoclassical revival.

BARH 330 - History of 19th Century Art. (3) A survey of the history of architecture, painting, and sculpture in the 19th century.

BARH 335 - History of 20th Century Art. (3) A survey of architecture, painting, and sculpture in the 20th century.

BARH 337 - History of Modern Architecture. (3) Architecture from the turn of the century until the present.

BARH 340 - History of American Art I. (3) A survey of the history of art in America from colonial times to 1860.

BARH 341 - History of American Art II. (3) A survey of art in America from 1860 to the present.

BARH 342 - Contemporary American Art. (3) Recent trends in painting and sculpture.

BARH 345 - History of Oriental Art. (3) The art and aesthetics of the Far East with primary emphasis on the art of China.

BARH 346 - African Art. (3) Sculpture, painting, architecture of Sub-Saharan Africa.

BARH 349 - Non-Western Art. (3) Sculpture, painting, architecture of non-Western cultures, with an emphasis on Islamic art.

BARH 350 - History and Theory of Art Criticism. (3) Art criticism from antiquity to the present.

BARH 366 - History of Cinema II. {=BENG 475 and BTHE 481} (3) Survey of the international cinema from 1945 to the present.

BARH 390 - Topics in Art History. (3) Topic varies with suffix.

BARH 399 - Independent Study. (3-9) (Prereq: consent of instructor and department chair) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BARH 498 - Independent Study. (3)

BARH 499 - Independent Study. (3)

BARH 511 - Etruscan Art and Archaeology. (3) Seminar in the art and civilization of the pre-Roman Etruscan peoples of Italy. Slide lectures, discussion sessions, and some examination of archaeological field methods and pottery classification.

BARH 514 - Topics in Ancient Art. (3 each) Topic varies with suffix.

BARH 520 - History of Renaissance Painting. (3) An analysis of the paintings and painters of importance during the period of the Renaissance in Europe.

BARH 521 - History of Renaissance Sculpture. (3) A survey of the major developments in the art of sculpture associated with the European Renaissance.

BARH 522 - History of Renaissance Architecture. (3) European architecture and architectural theory during the 15th and 16th centuries.

BARH 523 - Florentine Art. (3) The artistic development of Florence from the age of Giotto to that of Michelangelo as seen in the context of social and cultural developments.

BARH 524 - Topics in Renaissance Art. (3 each) Topic varies with suffix.

BARH 534 - Topics in 19th-Century Art. (3 each) (Prereq: BARH 106 or 330 or consent of instructor) Topic varies with suffix.

BARH 535 - History of Modern Painting. (3) A detailed examination of 20th-century painting.

BARH 536 - History of Modern Sculpture. (3) The development of sculpture in the 19th and 20th centuries with special attention to contemporary tendencies.

BARH 537 - Topics in Modern Architecture. (3 each) (Prereq: BARH 106 or 337 or consent of instructor) Topic varies with suffix.

BARH 539 - Topics in Modern Art. (3 each) Topic varies with suffix.

BARH 540 - History of American Painting. (3) Important aspects of American painting with emphasis on the 19th and 20th centuries.

BARH 542 - History of American Architecture. (3) A consideration of the evolution of architecture in America including aspects of town and city planning.

BARH 549 - Topics in Non-Western Art. (3 each) Topic varies with suffix.

BARH 557 - History of Printmaking. (3) Technical, aesthetical, and historical study of the development of printmaking.

BARH 562 - Art Conservation. (3) History, theory, practices, ethics, and procedures of modern art conservation. Practical experience provided through the South Carolina Institute of Archaeology and Anthropology.

BARH 569 - Topics in Film History. (3) (Prereq: one film course { BENG 565 or 566 } or consent of instructor) Course content varies and will be announced in the schedule of courses by suffix and title.

Art Studio (BATS)

BATS 103 - Fundamentals of Art. (3) Introduction to visual thinking and principles of two-dimensional design.

BATS 104 - 3-Dimensional Design I. (3) Introduction to visual thinking and principles of three-dimensional design.

BATS 107 - Color and Composition. (3) (Prereq: ARTS 103) Color, color theory, and compositional systems

BATS 111 - Basic Drawing I. (3) Introduction to the materials and basic techniques of drawing.

BATS 112 - Basic Drawing II. (3) (Prereq: BATS 111) Introduction to the materials and basic techniques of drawing.

BATS 210 - Introduction to Painting. (3) (Prereq: BATS 103, 111, 112, or consent of instructor) An introductory course in the materials and techniques of painting.

BATS 211 – Introduction to Watercolor (3) An introduction to the transparent American watercolor technique.

BATS 212 – Advanced Watercolor (3) (Prereq: BATS 211 or consent of instructor) Advanced techniques of watercolor with emphasis on individual creative expression.

BATS 215 - Introduction to Printmaking. (3) (Prereq: BATS 103, 111, 112, or consent of instructor) An introductory course in printmaking with emphasis on relief processes.

BATS 225 - Introduction to Three-Dimensional Studies. (3) (Prereq: BATS 104 or consent of instructor) An introductory course in the concepts, materials, and techniques of three-dimensional media

BATS 232 - Figure Structure I. (3) (Prereq: BATS 111, 112; or consent of instructor) The structural nature of figure, with emphasis on the translation of form in space onto a two-dimensional surface.

BATS 233 - Figure Structure II. (3) (Prereq: ARTS 232 or consent of instructor) Continuation of ARTS 232 with increased emphasis on anatomy

BATS 235 - Introduction to Fiber Arts. (3) An introductory course in the materials and processes of fiber arts.

BATS 310 - Intermediate Painting I. (3) (Prereq: BATS 103, 104, 111, 112, 210, or consent of instructor) A further exploration of the materials and techniques of painting with emphasis on individual creative expression.

BATS 311 - Intermediate Painting II. (3) (Prereq: BATS 310 or consent of instructor) A further exploration of the materials and techniques of painting with emphasis on individual creative expression.

BATS 315 - Intermediate Printmaking I. (3) (Prereq: BATS 103, 104, 111, 112, 215, or consent of instructor) Intaglio and lithography techniques including the execution of original works in these media.

BATS 316 - Intermediate Printmaking II. (3) (Prereq: BATS 315 or consent of instructor) Intaglio and lithography techniques including the execution of original works in these media.

BATS 330 - Intermediate Drawing I. (3) (Prereq: BATS 103, 104, 111, 112, or consent of instructor) Enhancing graphic richness in drawings with intellectual and visual perception as content.

BATS 331 - Intermediate Drawing II. (3) (Prereq: BATS 330) Contemporary cultural stimuli as the content for drawing projects. Emphasis on intellectual and emotive approaches.

BATS 335 - Intermediate Fiber Arts I. (3) (Prereq: ARTS 103, 104, 111, 112, 235, or consent of instructor) Exploration of fiber constructions such as weaving, spinning, and felt making.

BATS 336 - Intermediate Fiber Arts II. (3) (Prereq: ARTS 335 or consent of instructor) Exploration of fiber surface design techniques such as batik, tie dye, and block printing.

BATS 399 - Independent Study. (3-9) (Prereq: consent of instructor and department chair)

BATS 410 - Advanced Painting I. (3) (Prereq: BATS 311 and 312) The student is given further opportunity to develop according to his/her own interests.

BATS 411 - Advanced Painting II. (3) (Prereq: BATS 410) The student is given further opportunity to develop according to his/her own interests.

BATS 415 - Advanced Printmaking I. (3) (Prereq: BATS 316) The processes and materials of making fine prints.

BATS 416 - Advanced Printmaking II. (3) (Prereq: BATS 415) The processes and materials of making fine prints.

BATS 430 - Advanced Drawing I. (3) (Prereq: BATS 331) Development of a thematic approach to drawing in a series of individual and group generated artworks.

BATS 431 - Advanced Drawing II. (3) (Prereq: BATS 430) Development of highly individualized content in a series of drawings.

BATS 498 - Independent Study. (3-9 each) (Prereq: consent of instructor and department chair)

BATS 499 - Independent Study. (3-9 each) (Prereq: consent of instructor and department chair)

BATS 500 - Visual Meaning. (3) (Prereq: ARTS 103, 104, 111, 112 or consent of instructor) The analysis, structuring, and production of individual works of art using traditional and non-traditional approaches.

BATS 510 - Painting I. (3) (Prereq: ARTS 411 or consent of instructor) Further development of individual approaches to painting.

BATS 511 - Painting II. (3) (Prereq: ARTS 510 or consent of instructor) Further development of individual approaches to painting.

BATS 514 - Workshop: Painting. (3) Advanced study in various painting problems, content varies with suffix.

BATS 530 - Drawing I. (3) (Prereq: graduate standing or consent of instructor) Further development of individual approaches to drawing with emphasis on intellectual and visual perception as content.

BATS 531 - Drawing II. (3) (Prereq: ARTS 530) Further development of individual drawing with emphasis on intellectual and emotive approaches.

BATS 532 - Advanced Life Drawing. (3) (Prereq: ARTS 233 or consent of instructor) Human anatomy and instruction in drawing and painting the model from life in a variety of media.

Astronomy (BAST)

BAST 111 - Descriptive Astronomy I. (3) The universe: physical processes and methods of study. Lectures, demonstrations, and laboratory experience. Designed primarily for the non-science major. Offered as a self-paced, mastery-oriented course at the Columbia campus.

BAST 111A - Descriptive Astronomy IA. (1) Selected topics from BAST 111 studied in greater depth. Laboratory experience required of students who have not completed BAST 111. Offered as self-paced mastery-oriented course at the Columbia campus.

BAST 211 - Descriptive Astronomy II. (3) (Prereq or coreq: BAST 111) Selected areas from BAST 111 studied in greater depth. Includes laboratory experience.

BAST 211A - Descriptive Astronomy IIA. (1) (Prereq or coreq: BAST 111A) Topics from BAST 111/211 studied in greater depth. Laboratory experience required of students who have not completed BAST 111. Offered as self-paced mastery-oriented course at the Columbia campus.

Biological Sciences (BBIO)

BBIO 101 - Biological Principles I. (3) (Coreq: BBIO 101L) Introductory survey of cell structure and function, genetics and evolution. For biology majors, premed students and others needing a prerequisite in biological sciences. Three lecture hours per week.

BBIO 101L - Biological Principles I Laboratory. (1) (Coreq: BBIO 101) Examination of basic principles of cellular biology, genetics, and metabolism utilizing recitations, demonstrations, and laboratory exercises. Three hours per week.

BBIO 102 - Biological Principles II. (3) (Prereq: grade of C or better in BBIO 101, BBIO 101L; coreq: BBIO 102L) Introductory survey of plant and animal systems, principles of development, physiology, reproduction and ecology. Three lectures per week.

BBIO 102L - Biological Principles II Laboratory. (1) (Prereq: BBIO 101, BBIO 101L; coreq: BBIO 102) Examination of phylogeny, structure, and function of plants and animals utilizing demonstrations and laboratory exercises. Three hours per week.

BBIO 110 - General Biology. (4) Basic biological concepts and issues for non-biology majors. Credit may not be given for both this course and BBIO 120. Three lecture, two laboratory hours per week.

BBIO 120 - Human Biology. (3) Fundamental principles of human biology. Credit may not be given for both BBIO 110 and BBIO 120. Three lecture hours per week. Not for major credit.

BBIO 120L - Laboratory in Human Biology. (1) (Prereq or coreq: BBIO 120) Exercises dealing with basic concepts of human biology. Not for major credit.

BBIO 200 - Plant Science. (3) An introduction to plant science for the non-major. This course does not carry major credit, and is not designed as a prerequisite for other biology courses. Plant development, physiology, genetics, evolution, and ecology will be considered. Three lecture hours per week.

BBIO 200L - Plant Science Laboratory. (1) (Prereq or coreq: BBIO 200) Laboratory exercises, demonstrations, and audiovisual supplements to BBIO 200. Two hours per week. Not for major credit.

BBIO 230 - Microbiology. (3) (Prereq: college-level biology and chemistry; coreq: BBIO 330L) An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Not available for biology major credit. Three lecture hours per week.

BBIO 230L - Microbiology Laboratory. (1) (Prereq or coreq: BBIO 330) Not available for biology major credit. Three hours per week.

BBIO 232 - Anatomy. (3) Functional anatomy of the human body and its relation to disease processes. Not for biology major credit.

BBIO 232L - Anatomy Laboratory. (1) (Coreq: BBIO 232) The principles of anatomy as demonstrated by microscopic studies and animal dissection. Three hours per week.

BBIO 243 - Human Anatomy and Physiology I. (3) (Prereq: BCHM 102) Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular, and nervous systems. Not available for biology major credit. Three lecture hours per week.

BBIO 243L - Human Anatomy and Physiology Laboratory. (1) (Coreq: BBIO 243) The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection, and physiological experiments. One three-hour laboratory per week.

BBIO 244 - Human Anatomy and Physiology II. (3) (Prereq: BBIO 243) Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive, and respiratory systems. Not available for biology major credit. Three lecture hours per week.

BBIO 244L - Human Anatomy and Physiology Laboratory. (1) (Coreq: BBIO 244) A continuation of BBIO 243L. One three hour laboratory per week.

BBIO 270 - Introduction to Environmental Biology. (3) Basic ecological principles and the impacts of human population growth and technology. Not for major credit.

BBIO 270L - Introduction to Environmental Biology Laboratory. (1) (Prereq or coreq: BBIO 270) Demonstrations, data analyses, discussions, and films relating to human ecology, resource use, and environmental impact. Two hours per week. Not for major credit.

BBIO 301 - Ecology and Evolution. (3) (Prereq: BBIO 102) Concepts of evolution, populations, and population interactions; communities and ecosystems. Three lecture hours per week.

BBIO 301L - Ecology and Evolution Laboratory. (1) (Prereq or coreq: BBIO 301) Experiments, exercises, and demonstrations. Three hours per week.

BBIO 302 - Cell and Molecular Biology. (3) (Prereq: BBIO 102; prereq or coreq: BCHM 333) Principles of eukaryotic cell structure, molecular organization, and physiology. Genome organization and expression. Cell growth, division, and cell-cell interactions. Three lecture hours per week.

BBIO 302L - Cell and Molecular Biology Laboratory. (1) (Prereq or coreq: BBIO 302) Experiments, exercises, and demonstrations. Three hours per week.

BBIO 303 - Fundamental Genetics. (3) (Prereq: BBIO 102) Basic principles of transmission and molecular genetics; quantitative inheritance; recombination; biochemical aspects of gene function and regulation; developmental genetics and population genetics. Three lecture hours per week.

BBIO 399 - Independent Study. (1-6) Contract approved by instructor, advisor, and department head is required for undergraduate students.

BBIO 415 - Comparative Vertebrate Anatomy. (4) (Prereq: BBIO 102) Phylogenetic and comparative aspects of anatomy, reproduction, and embryology of the vertebrates. Three lecture and two two-hour laboratory periods per week.

BBIO 420 - Survey of the Plant Kingdom. (3) (Prereq: BBIO 301) Phylogenetic survey of the major plant divisions; consideration of the structure and development of flowering plants.

BBIO 420L - Survey of the Plant Kingdom Laboratory. (1) (Prereq or coreq: BBIO 420) Three hours per week.

BBIO 431 - Bacteriology. (3) (Prereq: BBIO 302; coreq: BBIO 431L) Introduction to bacteria and viruses emphasizing ultra structure, physiology, genetics, and growth. Discussion of public health, industrial, and environmental microbiology. Three lecture hours per week.

BBIO 431L - Bacteriology Laboratory. (1) (Coreq: BBIO 431) Three laboratory hours per week.

BBIO 460 - General Physiology. (3) (Prereq: BBIO 302) Functional mechanisms of vertebrate organ systems. Three lecture hours per week.

BBIO 460L - General Physiology Laboratory. (1) (Prereq or coreq: BBIO 460) Experiments on vertebrate organ system functions using different animal models. One four-hour laboratory per week.

BBIO 498 - Biological Research: An Introduction. (4) (Prereq: one 300-level or higher biological laboratory and consent of instructor) Methodologies of biological research with emphasis on hypothesis formation, research design, and data collection, and current issues in biology. Two lecture and six laboratory hours per week.

BBIO 505 - Developmental Biology I. (3) (Prereq or coreq: BBIO 302) An introduction to the descriptive and experimental embryology of animals. Living and preserved specimens will be used to demonstrate the basic processes of embryogenesis. Three lecture hours per week.

BBIO 505L - Developmental Biology Laboratory I. (1) (Coreq: BBIO 505) Descriptive and experimental exercises related to embryology. One three-hour laboratory per week.

BBIO 506 - Developmental Biology II. (3) (Prereq: BBIO 505) Molecular aspects of development from gamete formation through tissue and organ differentiation in plants and animals. Three lecture hours per week.

BBIO 506L - Developmental Biology Laboratory II. (1) (Prereq or coreq: BBIO 506) A series of experimentally oriented laboratory exercises will be performed. One three-hour laboratory per week.

BBIO 510 - Invertebrate Zoology. (5) (Prereq: BBIO 301) Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates. Three lecture and two three-hour laboratory periods per week.

BBIO 525 - Marine Plants. (4) (Prereq: BBIO 301) Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, sea grass, and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.

BBIO 530 - Histology. (4) (Prereq: BBIO 302) An introduction to the tissues that make up the human body. The microscopic anatomy of tissues is examined and discussed in terms of function and physiology. Three lecture hours and four laboratory hours per week.

BBIO 531 - Parasitology. (4) (Prereq: BBIO 460 or consent of instructor) Parasites of biological, economic, and public health importance. Three lecture and three laboratory hours per week.

BBIO 534 - Animal Behavior. (3) (Prereq: BBIO 301) A comparative survey of behavior patterns of animals from protists to humans and the physiological mechanisms underlying behavior.

BBIO 534L - Animal Behavior Laboratory. (1) (Prereq or coreq: BBIO 534) Observational and experimental methods used in classifying animal behavior patterns and in determining underlying control mechanisms. One three hour laboratory per week.

BBIO 536 - Ichthyology. (4) (Prereq: BBIO 301 or consent of instructor) Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and three laboratory hours per week. Several field trips are required.

BBIO 541 - Principles of Biochemistry. (3) (Prereq: CHEM 334) A survey of fundamentals of biochemistry.

BBIO 541L - Principles of Biochemistry Laboratory. (1) (Prereq or coreq: BBIO 541) Three laboratory hours per week.

BBIO 543 - Comparative Physiology. (3) (Prereq: BBIO 302) A study of phylogeny of physiological systems and functional mechanisms involved in the maintenance of life in zoological forms. Three lecture hours per week.

BBIO 543L - Comparative Physiology Laboratory. (1) (Coreq: BBIO 543) Laboratory exercises to illustrate principles from BBIO 543. Three hours per week.

BBIO 545 - Biochemistry/Molecular Biology I. (3) (Prereq: CHEM 334 or equivalent) Essentials of modern biochemistry. Three lecture hours per week. First semester of a two-semester course.

BBIO 546 - Biochemistry/Molecular Biology II. (3) (Prereq: BBIO 545 or consent of instructor) Essentials of modern biochemistry and molecular biology. Three lecture hours per week. Second semester of a two semester course.

BBIO 570 - Principles of Ecology. (3) (Prereq: BBIO 301) Interactions of organisms and the environment; ecosystem structure and functions. Three lecture hours per week.

BBIO 570L - Principles of Ecology Laboratory. (1) (Prereq or coreq: BBIO 570) Three hours per week.

BBIO 575 - Marine Ecology. (3) (Prereq: CHEM 111 and BBIO 301) Structure, dynamics, and interactions between populations and communities in marine ecosystems. Three lecture hours per week.

BBIO 575L - Marine Ecology Laboratory. (1) (Prereq or coreq: BBIO 575) Laboratory and field exercises in coastal environments.

BBIO 577 - Ecology of Coral Reefs. (4) (Prereq: BBIO 301 or consent of instructor) Structure, productivity, and biodiversity of coral reefs, emphasizing their sensitivity, stability, and sustainability. Taught as an extended field experience with daily lectures and guided research activities.

BBIO 599 - Topics in Biology. (1-3) Current developments in biological sciences. Readings and research on selected topics. Course content varies and will be announced in the schedule of classes by suffix and title.

BBIO 635 - Neurobiology. (4) (Prereq: BBIO 302 and permission of instructor) Descriptive and experimental aspects of the neural basis of behavior, emphasizing cellular and molecular mechanisms. Two lecture and six laboratory hours per week.

BBIO 645 - Senior Seminar. (1) (Prereq: 16 hours of biology)

BBIO 651 - Limnology. (4) (Prereq: BBIO 301) A study of the aquatic environment and its biota. Three lecture and four laboratory hours per week.

BBIO 652 - Evolutionary Biology. (4) (consent of instructor) A survey of major themes in evolutionary biology, including natural selection, molecular evolution, population genetics, quantitative genetics, sexual selection, speciation, and co-evolution. Three lecture and two recitation/laboratory hours.

Business Administration

Accounting (BACC)

BACC 225 - Fundamentals of Accounting I. (3) (Prereq: sophomore standing) External financial reporting for business entities, including income measurement and determination of financial position.

BACC 226 - Fundamentals of Accounting II. (3) (Prereq: ACCT / BACC 225) Internal managerial and cost accounting, including budgeting, cost determination, and analysis.

BACC 324 - Survey of Commercial Law. (3) Basic legal concepts and the judicial system, with emphasis on business law. (Not allowed as an upper division elective by accounting majors.)

BACC 335 - Survey of Federal Taxation. (3) Federal tax law and preparation of individual income tax returns. (Not allowed as an upper- division elective by accounting majors and not open for students who received credit for BACC 434.)

Business Administration (BBAD)

BBAD 101 - Contemporary Business. (3) The nature of American business and its goals. The course includes types of economic systems and concepts of organizing and managing businesses. Topics in management, marketing, finance, and accounting will be integrated into the course. A topical survey of business issues and challenges.

BBAD 290 - Decision Support for Small Business. (3) Use of computer applications to facilitate decision making and support record keeping in small business environments. Includes problem and requirements analysis and information design in a variety of real-world business problems utilizing word processing, spreadsheet, and database software.

BBAD 324 - Commercial Law. (3) Contracts, sales, bailments, negotiable instruments, agency, partnership, and corporation. A combination of textbook and casebook methods of instruction is used.

BBAD 345 - Business Communications. (3) (Prereq: grade of C or better in BENG 102) A study of effective methods of business communications including written, oral, electronic and organizational communication.

BBAD 350 - Principles of Marketing. (3) (Prereq: ECON / BECO 222) Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.

BBAD 363 - Business Finance. (3) (Prereq: ABUS / BMGT 226) The study of the procurement and management of wealth by privately owned profit-seeking enterprises.

BBAD 371 - Principles of Management and Leadership. (3) (Prereq: junior standing) A comprehensive survey of the basic principles of management and leadership applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management and leadership process.

BBAD 379 - Business and Society. (3) A study of how the social, economic, political, technological and ecological dimensions of the external environment affect business. Specific topics include values and ethics in business, business and government relations, corporate social performance and stakeholder responsibility.

BBAD 380 - Entrepreneurship. (3) (Prereq: ABUS / BMGT 350, ABUS / BMGT 363, ABUS / BMGT 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. entrepreneurship, is also a part of the course.

BBAD 383 - International Business. (3) (Prereq: ABUS / BMGT 350, ABUS / BMGT 371) Introduces the student to economic, financial, legal, political, cultural, institutional, and managerial considerations associated with international business transactions.

BBAD 390 - Management Information Systems (3) (Prereq: ABUS / BMGT 226 and 190 or satisfactory completion of Computer Applications Proficiency Exam) A study of the concepts, interactions, and functions of major business systems with particular emphasis on the problems and issues related to computer based systems. Included are concepts of designing information systems, collecting and processing data, reporting results of operations, and controlling the business organization.

BBAD 396 - Business Research Methods. (3) (Prereq: ABUS / BMGT 291 and 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.

BBAD 399 - Independent Study. (3-6) (Prereq: Junior standing and an approved contract with instructor) Independent study courses are designed primarily for juniors and seniors who desire advanced intensive work on specific topics. 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 business is limited to six.

BBAD 429—Internship. (3-6) (Prereq: Junior standing, 2.5 GPA, ABUS / BMGT 350, 363, 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. This course may be repeated with the approval of the Internship Coordinator and the student's academic advisor.

BBAD 478 - Strategic Management. (3) (Prereq: ABUS/BBAD 350, 363, 371, and senior standing) A study of the strategic management process and of the formulation and application of functionally integrated business policy by top management. Emphasis is on decision-making in the face of changing conditions.

Economics (BECO)

BECO 101 - Consumer Economics. (3) This introductory survey course provides students with an understanding of the basic elements of consumer economics and personal finance. The course is designed to assist students in becoming informed, rational, decision-makers. Topics include planning and budgeting, credit, consumer rights, consumers and markets, marginal analysis, and taxes

BECO 221 - Microeconomics. (3) Microeconomic analysis theory of the firm, market structure, cost and output determination; market pricing; income distribution and international economics. Students cannot receive credit for both ECON / BECO 222 and 224

BECO 222 - Macroeconomics. (3) Macroeconomic analysis: basic definitions and concepts: mechanics of pricing and the fundamentals of American capitalism; national income economics, income and employment theory, and monetary and fiscal policy. Students cannot receive credit for both ECON / BECO 221 and 224.

BECO 224 - Principles of Economics (3) Micro- and macroeconomic principles of markets, government policy, and household or firm decision making. Open to all students. Credit not granted for both ECON /BECO 224 and ECON / BECO 221 or 222.

NOTE: BECO 221 and 222, or BECO 224 are prerequisites to all 300-, 400-, and 500 level economics courses.

BECO 301 - Money and Banking. {=FINA 301} (3) The role of money in the market economy. Commercial banks, the Federal Reserve System, and monetary policy.

BECO 303 - The International Economy. (3) (Prereq: ECON 221/222 OR 224) Survey of international economic issues and institutions, including trade and protectionism, global and regional trade agreements, trade balances and exchange rates, Japan, NAFTA, and the European Union.

BECO 311 - Issues in Economics. (3) 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.

BECO 329 - American Economic History. (3) Growth and development of the American economy; applications of economic theory to economic history.

BECO 330 – Beaufort Economy: Past, Present, Future (3) (Offered only in Maymester) We will explore the history of Beaufort County using economic models to understand how and why the Beaufort economy has changed and how the local economy will likely evolve over time. The goal of this course is to get students to understand market forces, the importance of capital, government, leadership, and the dynamics of economic change.

BECO 363 - Business Finance. {=FINA 363} (3) (Prereq: ECON 221/222, ACCT 225/226, and 3 hours of statistics at the 200 level) The procurement and management of wealth by privately owned profit-seeking enterprises.

BECO 364 - Financial Institutions. {=FINA 364} (3) A study of the functions and operations of financial institutions and their relationships to the commercial banking system and the general economy. Attention is devoted to savings institutions, insurance companies, rural and urban real estate credit, consumer credit, and associated topics.

BECO 399 - Independent Study. (Up to 15) Contract approved by instructor, advisor and undergraduate division head is required.

BECO 402 - Money, Income, and Prices. (3) A study of monetary standards, monetary theory, monetary policy, and the mechanism of international payments. Attention is devoted to questions of monetary problems, employment, and fiscal policy.

BECO 406 - Labor Economics. (3) A study of labor market institutions, trends in labor market activity, and the effects of government policy on the labor market. (Not open to majors in economics.)

Marketing (BMKT)

BMKT 350 - Principles of Marketing. (3) (Prereq: ACCT / BACC 222) Principles and concepts underlying marketing functions, including the conception, pricing, promotion, and distribution of products and services and the role of marketing in society.

BMKT 454 - Promotion Policies and Strategy. (3) The study of the entire promotion process for both consumer and industrial products including promotion research, determining the promotability of products, new production introductions, setting of promotion objectives and deriving the promotion budget. (Prerequisite: BMKT 350)

BMKT 455 - Consumer Behavior. (3) The principle objective of study is the consumer decision process as examined in a marketing context. Selected concepts from psychology, sociology, anthropology and behavioral disciplines are analyzed to develop the student's ability to understand and predict reactions of consumers to marketing decisions. (Prerequisite: BMKT 350)

BMKT 457 – Personal Selling & Sales. (3) This course is a comprehensive survey of the basic process of personal selling and sales management applicable to all forms of business. The course is intended to provide the student with a basis for developing personal selling skills as well as understanding the fundamentals of sales management.

BMKT 551 - Retailing Management. (3) A comprehensive course emphasizing the specific activities of management, merchandising and promotional functions required of the retail outlet with a competitive business environment. (Prerequisite: BMKT 350)

BMKT 558 - Marketing Management. (3) 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. (Prerequisite: BMKT 350)

Management (BMGT)

BMGT 300 - Careers in Business (1) An introduction to career opportunities and the career placement process in business.

BMGT 374 - Human Resource Management (3) (Prereq: junior standing) A development of an understanding of personnel administration as a staff function through a study of modern-day concepts and practices. Topics include: research and standards, employment, training and education, safety and health, employee services, and industrial relations.

BMGT 376 - Organization Behavior (3) (Prereq: junior standing) A study of the process of integrating people into a work situation that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfaction.

BMGT 378 - Labor Relations (3) 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 covered in detail include employee representation, company unions, strikes, boycotts, lockouts, and trade agreements.

BMGT 401 - Topics in Entrepreneurship (3) (Prereq: ABUS / BMGT 350 and 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.

BMGT 411 - International Management (3) (Prereq: junior standing) This course will apply the basic principles of management and leadership to the firm operating internationally. Emphasis is placed 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.

BMGT 455 – Consumer Behavior (3) (Prereq: BBAD 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.

BMGT 473 - Management and Operations of Small Business. (3) (Prereq: ABUS / BMGT 350 and 371) Analysis of the management and operations of a small business. The course includes the study of an existing small business. The areas of management, finance, marketing, and credit as they apply to a small business are studied.

BMGT 474 - Advanced Management of Human Resources. (3) This course covers in detail topics from BMGT 374. Involves students in problem-solving activities and in-depth analysis of cases, using concepts from BMGT 374 and 376. (Prerequisite: BMGT 374 and 376, or consent of instructor)

BMGT 475 - Production/Operations Management (3) (Prereq: ABUS / BMGT 291 and 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.

BMGT 477 - Organization Theory (3) (Prereq: ABUS / BMGT 371) A conceptual framework for the orderly analysis of management functions through studies in organization planning and control theories.

BMGT 551 – retailing Management (3) - (Prereq: BBAD 350) A comprehensive course emphasizing the specific activities of management, merchandising and promotional functions required of the retail outlet with a competitive business environment.

BMGT 558 – Marketing Management (3) - (Prereq: BBAD 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.

Management Science (BMGS)

BMGS 290 - Computer Information Systems in Business. (3) Concepts and techniques of business problem solving using microcomputers. Introduction to the PC operating environment, basic information system concepts, and spreadsheet, presentation, database, and word processing software.

BMGS 291 - Statistics for Business and Economics. (3) Descriptive statistics, topics in probability, statistical inference and modeling. Emphasis on the collection, summarization, analysis, and reporting of numerical findings relevant to business decisions and economic analysis.

Chemistry (BCHM)

BCHM 101 - Fundamental Chemistry I. (4) Three lecture, one recitation, and two laboratory hours per week. A science elective surveying inorganic and solution chemistry. First of a terminal two-semester sequence.

BCHM 102 - Fundamental Chemistry II. (4) (Prereq: 1 year high school chemistry, BCHM 101, 111, or equivalent) Three lecture, one recitation, and two laboratory hours per week. An introductory survey of organic and biochemistry.

BCHM 105 - Chemistry and Modern Man I. (3) A conceptual and qualitative approach to chemistry, its evolution, achievements, and goals and its impact on technology, the environment, and modern life and thought. (Specifically designed for non-science majors.) Three lecture hours per week.

BCHM 106 - Chemistry and Modern Man II. (3) (Prereq: CHEM 105) A continuation of Chemistry 105. Three lecture hours per week.

BCHM 106L - Chemistry and Modern Man Laboratory. (1) (Prereq: CHEM 105; coreq: CHEM 106) Laboratory associated with CHEM 106. Three hours of laboratory per week.

BCHM 111 - General Chemistry. (4) (Prereq: BMTH 111 or 115) Three lecture, one recitation, and two laboratory hours per week. A survey of the principles that underlie all chemistry with applications illustrating these principles.

BCHM 112 - General Chemistry. (4) (Prereq: BMTH 111 or 115 and a grade of C or better in BCHM 111) A continuation of BCHM 111. Special emphasis on chemical equilibrium. Three lecture, one recitation, and three laboratory hours per week.

BCHM 118 - Computational Chemistry I. (1) (Prereq or coreq: BCHM 112) Introduction to the use of computers in solving chemical problems. One discussion and two laboratory hours per week.

BCHM 321 - Quantitative Analysis. (3) (Prereq: CHEM 112 or SCCC 104; coreq: CHEM 321L) Gravimetric, volumetric, and introductory instrumental analysis. Three lecture and one recitation hours per week.

BCHM 321L - Quantitative Analysis Laboratory. (1) (Coreq: CHEM 321) Three laboratory hours per week.

BCHM 331L - Essentials of Organic Chemistry Laboratory I. (1) (Prereq or coreq: BCHM 333) Laboratory safety, syntheses, separation, and purification of carbon compounds. For non-majors.

BCHM 332L - Essentials of Organic Chemistry Laboratory II. (1) (Prereq: BCHM 331L or, with permission of instructor, BCHM 333L; prereq or coreq: BCHM 334) Continuation of BCHM 331L. Spectroscopic identification of carbon compounds. For non-majors. Three lab hours per week.

BCHM 333 - Organic Chemistry I. (3) (Prereq: BCHM 112) Contemporary theories, nomenclature, reactions, mechanisms, and syntheses of carbon compounds. Required for chemistry majors. Three lecture and one recitation hours per week.

BCHM 333L - Comprehensive Organic Chemistry Laboratory I. (2) (Prereq or coreq: BCHM 333) Laboratory safety, synthesis, separation, and purification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.

BCHM 334 - Organic Chemistry II. (3) (Prereq: BCHM 333, or with permission of instructor, BCHM 331) Continuation of BCHM 333. Required for chemistry majors. Three lecture and one recitation hours per week.

BCHM 334L - Comprehensive Organic Chemistry Laboratory II. (2) (Prereq: BCHM 332L or 333L; prereq or coreq: BCHM 334) Continuation of BCHM 333L. Spectroscopic identification of carbon compounds. Required for chemistry majors. Six laboratory hours per week.

BCHM 399 - Independent Study. (1-3) Contract approved by instructor, advisor, and department chair or dean is required.

BCHM 496 - Undergraduate Research. (3 each) (Prereq: consent of instructor) Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week.

BCHM 555 - Biochemistry/Molecular Biology I. {=BBIO 545} (3) (Prereq: BCHM 334 or equivalent) Essentials of modern biochemistry. Three lecture hours per week. First semester of a two-semester course.

BCHM 621 -- Instrumental Analysis. (3) (Prereq or Coreq: CHEM 541, and CHEM 541L or CHEM 591) Chemical instrumentation including electronics, signal processing, statistical analysis, molecular/atomic spectroscopy, electrochemical methods, chromatography, and mass spectrometry. Three lecture hours per week.

BCHM 621L - Instrumental Analysis. (1) (Prereq: BCHM 321/321L; prereq or coreq: BCHM 541, 621, and BCHM 541L or 591) Chemical instrumentation laboratory with environmental, forensic, and biotechnology applications. Three laboratory hours per week.

Civil and Environmental Engineering (BCEE)

BCEE 200 - Statics. (3) (Prereq: BMTH 141) Fundamentals of engineering mechanics. Equilibrium of particles and rigid bodies. Free-body diagrams, analysis trusses and frames. Distributed forces, centroids, centers of gravity, and friction.

BCEE 210 - Dynamics. (3) (Prereq: BCEE 200) Kinematics of particles and rigid bodies. Vector representation of force and motion. Free-body diagrams, application of energy and momentum methods to solve problems. Rigid body and central force motion.

Comparative Literature (BCMP)

BCMP 270 - World Literature. {=BENG 270} (3) Selected masterpieces of world literature from antiquity to present.

BCMP 301 - Great Books of the Western World I. {=BENG 390} (3) European masterpieces from antiquity to the beginning of the Renaissance.

BCMP 302 - Great Books of the Western World II. {=BENG 391} (3) European masterpieces from the Renaissance to the present.

BCMP 381 - The Renaissance. {=BENG 381} (3) Literature of the Renaissance, in its cultural contexts, explored through representative works.

BCMP 382 - The Enlightenment. {=BENG 382} (3) Literature of the Enlightenment in its cultural contexts, explored through representative works.

BCMP 384 - Realism. {=BENG 384} (3) Literature of Realism in its cultural contexts, explored through representative works.

BCMP 385 - Modernism. {= BENG 385} (3) Literature of Modernism in its cultural contexts, explored through representative works.

BCMP 386 - Postmodernism. {=BENG 386} (3) Literature of Postmodernism in its cultural contexts, explored through representative works.

BCMP 469 - Classical Drama. {=BENG 395} (3) Representative plays by Greek and Roman dramatists.

Computer Science (BCSE)

BCSE 101 - Introduction to Computer Concepts. (3) (Prereq: two years of college preparatory mathematics or equivalent) History, application, and social impact of computers; problem-solving, algorithm development, applications software, and programming in a procedural language. Open to all majors.

BCSE 102 - General Applications Programming. (3) (Prereq: two years of college preparatory mathematics) Introduction to systematic computer problem-solving and programming for a variety of applications. Open to all majors.

BCSE 145 - Algorithmic Design I. (4) (Prereq: Placement in BMTH 141 or grade of C or better in BMTH 115) Problemsolving, algorithmic design, and programming. Three lectures and two laboratory hours per week. Open to all majors.

BCSE 146 - Algorithmic Design II. (4) (Prereq: Grade of C or better in BCSE 145 and grade of C or better in BMTH 141 or 174; coreq: BMTH 174) Continuation of BCSE 145. Rigorous development of algorithms and computer programs; elementary data structures. Three lecture hours and two laboratory hours per week. Open to all majors.

BCSE 209 - Special Topics in Computer Programming. (1-3) Programming and application development using selected programming languages. Course content varies and will be announced in the schedule of classes by suffix and title.

BCSE 211 - Digital Logic Design. (3) (Prereq: BMTH 141 or 174) Number systems, Boolean algebra, logic design, sequential machines.

Criminal Justice (BCRJ)

BCRJ 341 - Sociology of Crime. {=BSOC 353} (3) Social factors in the development, identification, and treatment of criminals.

BCRJ 351 - Juvenile Delinquency and Justice. {=BSOC 350} (3) Social factors in the development, identification, and treatment of delinquents BCRJ 341 — Sociology of Crime. {=BSOC 353} (3) Social factors in the development, identification, and treatment of criminals.

Education

Curriculum and Instruction (BEDC)

BEDC 110 - Introduction to Careers in Education. (3) A survey of careers in education, utilizing field experiences, field trips, seminars and reading assignments to focus on personal and professional development. Only available to high school seniors.

BEDC 210 - Observation & Analysis in the Clinical Setting. (3) The observation and analysis of methods and techniques used in classroom management.

BEDC 242 - Resources for Teaching. (1) 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 applications of computers.

Early Childhood Education (BEDE)

BEDE 215 - Family Life in Early Childhood. (3) Principles, practices, and content of family life and family-school relations as related to young children's learning and development in various settings during the early childhood years, birth through eight. This course will provide a foundation for using family life knowledge in relating to young children and families in effective ways.

BEDE 340 – Education of the Young Child. (3) (Prereq: BEDP 333) A study of the physical, emotional, intellectual, and social components of development, prenatal through age four, and its relationship to the education of the young child birth - four. Diagnosis and assessment of development are addressed. Programs serving young children and their families will be discussed. The administration of these programs as well as advocacy efforts are included.

BEDE 342 – Curriculum Planning and Development in Early Childhood Education (3) This curriculum course is designed for prospective teachers in the nursery, kindergarten and primary schools. The course explores various issues involved in the development and education of children from the ages of four to eight. Attention is given to learning activities, materials and equipment suitable for teaching at this level. Emphasis is given to appropriate methods for assessment of children aged four through eight and to the relationship of various subject areas to the physical, social, emotional, and cognitive development of the child. Philosophy, history of early childhood education, classroom management, societal influences, parental involvement and community resources are included.

BEDE 435 - Math and Science Experiences (3) (Prereq: BEDC 210, Admission to Professional Program in Education or permission of Program Director; coreq: BEDE 435P) This methods course includes the basic content of the inquiry areas of math and science as they are to be presented to PreK- 3rd grade children.

Appropriate experiences, learning activities, materials, and equipment to aid the development of math and science concepts in young children are presented. Multicultural influences and needs of exceptional children are addressed.

BEDE 435P - Practicum in Teaching Math and Science in Early Childhood Education. (1) (Prereq: BEDC 210, admission to Professional Program in Education or permission of Program Director; coreq: BEDE 435.) Supervised clinical experience in an early childhood setting. Observation and participation in classroom setting is required with a focus on math and science learning experiences, materials and equipment. Seminars and group discussions included.

BEDE 436 - Social Studies and Creative Arts in Early Childhood Education. (3) (Prereq: admission to Professional Program in Education or permission of Program Director; coreq: BEDE 436P) This methods course includes basic content in the academic areas of social studies and creative arts as they are presented to preprimary and primary children. Developmentally appropriate experiences, learning activities, materials and equipment, as well as multicultural influences and needs of exceptional children are addressed.

BEDE 436P - Practicum in Teaching Social Studies and Creative Arts in Early Childhood Education. (1) (Prereq: BEDC 210, admission to Professional Program in Education or permission of Program Director; coreq: BEDE 436.) Supervised clinical experience in an early childhood setting. Observation and participation in classroom setting is required with a focus on social studies and creative arts learning experience, materials and equipment. Seminars and group discussions included.

BEDE 444 - Language Development and Communicative Skills. (3) (Prereq: admission to Professional Program in Education or permission of Program Director; coreq: BEDE 444P) The course deals with the relationship of language development and thinking to teaching communicative skills to young children. Specific areas covered are activities to develop oral language facility, writing (handwriting, spelling, functional and creative writing) and listening. Also, specific techniques dealing with diagnosis of language development will be handled.

BEDE 444P - Practicum in Teaching Language, Communication and Critical Thinking in Early Childhood Education. (1) (Prereq: BEDC 210, admission to Professional Program in Education or permission of Program Director; coreq: BEDE 444.) Supervised clinical experience in an early childhood setting. Observation and participation in classroom setting is required with a focus on language, communication, and critical thinking skills learning experiences, materials and equipment. Seminars and group discussions included.

BEDE 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.

BEDE 476 - Senior Seminar. (3) (Coreq: BEDE 469) The synthesis and critical evaluation of professional studies in early childhood education.

Foundations of Administration (BEFN)

BEFN 321 - Foundations of American 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.

BEFN 357 - Sociology of Education. {=SOCY 357} (3) Analysis of educational institutions, organizations, processes, and their effects in contemporary society.

Educational Psychology (BEDP)

BEDP 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.

BEDP 334 – Adolescent Growth and Development. (3) The study of adolescent physical, intellectual, and emotional development. Particular emphasis is placed on the social interactions of adolescents with each other and society at large.

BEDP 335 - Introduction to Educational Psychology. (3) This course will introduce pre-service teachers and education majors to psychological principles, theory, and data upon which effective classroom practice 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, evaluation, and control. Emphasis will be placed on student motivation, learning problems, individual differences, and measurement.

Reading and Literature (BEDR)

BEDR 418 - Children's Literature. (3) Reading interests of children and their curricular and developmental needs for literature are explored. The course presents basic information in the field of children's literature including authors, illustrators and appropriate reference materials.

BEDR 420 - Teaching Reading in the Elementary School. (3) (Prereq: BEDC 210; coreq: BEDR 420P; Admission to Educational Professional Program or special permission of education advisor) This course will focus on the study of the various approaches to reading instruction and the place of reading in the curriculum.

BEDR 420P - Practicum in Reading. (1) (Prereq: BEDC 210; coreq: BEDR 420; admission to Educational Professional Program or special permission of education advisor) This course provides supervised classroom and clinical experiences in teaching developmental reading. Seminars and group discussions are included.

BEDR 421 - Teaching Reading: Diagnosis and Remediation. (3) (Prereq: BEDR 420 and 420P and admission to Educational Professional Program or special permission of education advisor) Clinical and classroom aspects of teaching students with reading difficulties are explored with emphasis on testing procedures, instructional materials, and teaching techniques. Issues of diagnosing and teaching based upon the state mandated testing.

Exceptional Learner (BEDX)

BEDX 300 - Introduction to Exceptional Learner. (3) A survey of the development of special education, the current legal guidelines with emphasis on public school mandates, the various clusters of exceptionalities: their definition, classification, identification, prevalence, causes, characteristics and educational needs, including mainstreaming in the regular classroom.

Health, Physical Education, and Recreation (BHPR)

BHPB 231 - Personal & Community Health. (3) A study of the principles and practices of personal and community health and their application to the health education of the young child.

BHPR 455 - Teaching Strategies in Elementary School PE. (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.

BHPR 456 - Theories & Techniques of Perceptual Motor Development. (3) A study of the theories and the application of perceptual motor skills designed for children ages 4-9.

English Language and Literature (BENG)

BENG 101 - Composition. (3) A course in the composing process with attention to invention, arrangement, and style, and closely supervised practice in reading and writing essays.

BENG 101L - Intensive English Composition Laboratory. (1) Intensive practice in English composition. Special attention devoted to thesis formation, essay structure, paragraph structure, style, and mechanics.

BENG 102 - Composition and Literature. (3) (Prereq: BENG 101) A course in the writing of expository and critical essays with an introduction to literature and including a research paper.

BENG 270 - World Literature. {=BCMP 270} (3) Selected masterpieces of world literature from antiquity to present.

BENG 282 - Fiction. (3) Fiction from several countries and historical periods, illustrating the nature of the genre.

BENG 283 - Themes in British Writing. (3) Reading a variety of British texts that exemplify persistent themes of British culture.

BENG 284 - Drama. (3) Drama from several countries and historical periods, illustrating the nature of the genre.

BENG 285 - Themes in American Writing. (3) Reading a variety of American texts that exemplify persistent themes of American culture.

BENG 286 - Poetry. (3) Poetry from several countries and historical periods, illustrating the nature of the genre.

BENG 287 - American Literature. (3) Survey of American literature: major authors, genres, and periods. Designed for English majors.

BENG 288 - English Literature I. (3) British poetry, drama, and prose from Beowulf to the 18th century. Designed for English majors.

BENG 289 - English Literature II. (3) British poetry, drama, and prose from the 18th century to the present. Designed for English majors.

BENG 291 - Introduction to Non-Western Literature. (3) Selected masterpieces of non-Western literature. Works may range from antiquity to the present.

BENG 380 - Epic to Romance. {=BCMP 380} (3) Comprehensive exploration of medieval and other pre-Renaissance literature using texts representative of the evolution of dominant literary forms.

BENG 381 - The Renaissance. {=BCMP 381} (3) Literature of the Renaissance, in its cultural contexts, explored through representative works.

BENG 382 - The Enlightenment. {=BCMP 382} (3) Literature of the Enlightenment in its cultural contexts, explored through representative works.

BENG 384 - Realism. {=BCMP 384} (3) Literature of Realism in its cultural contexts, explored through representative works.

BENG 385 - Modernism. {=BCMP 385} (3) Literature of Modernism in its cultural contexts, explored through representative works.

BENG 386 - Postmodernism. {=BCMP 386} (3) Literature of Postmodernism in its cultural contexts, explored through representative works.

- BENG 388** - History of Literary Criticism and Theory. (3) Representative theories of literature from Plato through the 20th century.
- BENG 390** - Great Books of the Western World I. {=BCMP 301} (3) European masterpieces from antiquity to the beginning of the Renaissance.
- BENG 391** - Great Books of the Western World II. {=BCMP 302} (3) European masterpieces from the Renaissance to the present.
- BENG 395** - Classical Drama. {=BCMP 469} (3) Representative plays by Greek and Roman dramatists.
- BENG 397** – Modern European Drama {BCMP 474} (3) Continental plays from the mid-19th century to the present.
- BENG 399** - Independent Study. (3-9) (Prereq: consent of instructor) Contract approved by instructor, advisor, and department chair is required for undergraduate students.
- BENG 405** - Shakespeare's Tragedies. (3)
- BENG 406** - Shakespeare's History Plays. (3)
- BENG 407** - Milton. (3) Milton's works, with special attention to *Paradise Lost*.
- BENG 408** – Shakespeare's Comedies and Poems. (3)
- BENG 409** – Marlowe's Complete Works (3) - The education and complete works of Christopher Marlowe in the context of politics, religion, and theater of the 16th century.
- BENG 411** – British Romantic Literature (3) Poetry and prose of the English Romantic period.
- BENG 412** - Victorian Literature. (3) Poetry and prose from the 1830s to the end of the century.
- BENG 413** - Modern English Literature. (3) Poetry and prose of the 20th century.
- BENG 419** - Topics in English Literature. (3) Intensive study of selected topics. May be repeated for credit under a different suffix.
- BENG 421** - American Literature 1830-1860. (3) Poetry and prose of the American Romantic period.
- BENG 422** - American Literature 1860-1910. (3) Poetry and prose from the Civil War to the early modern era.
- BENG 423** - Modern American Literature. (3) Poetry and prose of the 20th century.
- BENG 424** - American Drama. (3) Representative plays from the 18th century to the present.
- BENG 425A** - The American Novel to 1914. (3) Representative novels from the 18th century to World War I.
- BENG 425B** - The American Novel Since 1914. (3) Representative novels from 1914 to the present.
- BENG 427** - Southern Literature. (3) Representative works of Southern writers.
- BENG 428** - African-American Literature. (3) Representative works of African-American writers.
- BENG 429** - Topics in American Literature. (3) Intensive study of selected topics. May be repeated for credit under a different suffix.
- BENG 437** - Women Writers. (3) Representative works written by women.

BENG 439 – Selected Topics. (3) Intensive study of selected themes, topics, currents of thought or interdisciplinary concerns. May be repeated for credit under a different suffix.

BENG 440 - Principles of Modern Literary Theory. (3) Major 20th-century approaches to texts, from New Criticism to the present.

BENG 453 - Development of the English Language. {=BLIN 431} (3) English from Indo-European through Germanic and into Old English, Middle English, and Modern English. No previous knowledge of Old English or Middle English is required.

BENG 460 - Advanced Writing. (3) Extensive practice in different types of nonfiction writing.

BENG 462 - Technical Writing. (3) Preparation for and practice in types of writing important to scientists, engineers, and computer scientists, from brief technical letters to formal articles and reports.

BENG 463 - Business Writing. (3) Extensive practice in different types of business writing, from brief letters to formal articles and reports.

BENG 464 - Poetry Workshop. (3) May be repeated with consent of instructor for a maximum of 6 credit hours.

BENG 465 - Fiction Workshop. (3) May be repeated with consent of instructor for a maximum of 6 credit hours.

BENG 472 – Cinema. (3) An investigation into the aesthetics of cinema. The course will also focus on the major genres.

BENG 472L – Cinema Lab. (0) Required viewing for BENG 472.

Foreign Languages

French (BFRE)

BFRE 109 - Beginning French I. (3) Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to 109 restricted to those who have never studied French, who have not studied French in the previous five years, or who have a score of F-1 on the placement test.

BFRE 110 - Beginning French II. (3) Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to 110 restricted to those who have completed BFRE 109. Credit may be received only for one of the following: 109/110 or 121.

BFRE 121 - Elementary French. (4) Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in French. Admission to 121 restricted to those who have a score of F-2 on the placement test. Credit may be received for only one of the following: 109/110 or 121.

BFRE 122 - Basic Proficiency in French. (3) Practice and further development of essential listening, reading, speaking, and writing skills. Admission either by placement score of F-3 or by successful completion of BFRE 110 or 121.

BFRE 209 - Reading and Written Expression. (3) (Prereq: BFRE 122 or score of F-5 on placement exam) Readings in French; grammar, basic writing, and composition.

BFRE 210 - Oral Communication. (3) (Prereq: BFRE 122 or score of F-5 on placement exam) Practice in conversation involving authentic listening materials; vocabulary building.

BFRE 295 - Topics in French Culture. (3) (Prereq: BFRE 110, 121, or equivalent) Intensive one-term study of a particular topic identified by suffix and title. Taught in English.

BFRE 310 - Advanced Oral Communication. (3) (Prereq: BFRE 210 or equivalent; BFRE 209 strongly recommended;) Current issues and events presented in French-language media. Discussion and presentations in French provide practice with advanced structures and idiomatic speech.

BFRE 311 - French Composition. (3) (Prereq: BFRE 209 or equivalent; BFRE 210 strongly recommended) Practice in French composition; intensive review of French grammar.

BFRE 316 - Introduction to Business French. (3) (Prereq: BFRE 311 or consent of instructor) Practical oral and written communication in a commercial context; introduction to business terminology and correspondence.

BFRE 397 - The French Film Experience. (3) An introduction to the history of the French film, with special emphasis on the aesthetic appreciation of the films in their artistic and cultural context. Films in French, with English subtitles. Taught in English.

BFRE 399 - Independent Study. (3-6) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BFRE 400 - La Civilisation Francaise. (3) (Prereq: BFRE 310, 311; BFRE 309 recommended) French history and the arts from early times through the Napoleonic era.

BFRE 416 - Advanced Business French. (3) (Prereq: BFRE 316 or consent of instructor) Commercial organizations and businesses in France. Practical business correspondence. Terminology and techniques in commercial transactions with the Certificat Pratique of the Paris Chamber of Commerce in view. Taught in French.

German (BGER)

BGER 109 - Beginning German. (3) Introduction to grammar and practical vocabulary necessary for fundamental communication skills. (Admission to 109 restricted to those who have never studied German previously or who have placed by examination into 109; admission to 110 restricted to those who have completed BGER 109. Credit may be received only for one of the following: 109/110; 111; 121.)

BGER 110 - Beginning German. (3) Introduction to grammar and practical vocabulary necessary for fundamental communication skills. (Admission to 109 restricted to those who have never studied German previously or who have placed by examination into 109; admission to 110 restricted to those who have completed BGER 109. Credit may be received only for one of the following: 109/110; 111; 121.)

BGER 111 - Intensive Beginning German. (6) Intensive introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission only to highly motivated beginning students who obtain permission of the department. Equivalent to 109 and 110. Credit may be received only for one of the following: 109/110; 111; 121.

BGER 121 - Elementary German. (4) Grammar and vocabulary necessary for fundamental communication skills. Assumes prior experience in German. Admission only by proficiency examination. Credit may be received for only one of the following: 110; 111; or 121.

BGER 122 - Basic Proficiency in German. (3) Practice and further development of essential listening, reading, speaking, and writing skills. Admission either by placement examination or successful completion of BGER 110, 111, or 121.

Spanish (BSPA)

BSPA 109 - Beginning Spanish I. (3) Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to 109 restricted to those who have never studied Spanish previously or who have placed by examination into 109; admission to 110 restricted to those who have completed BSPA 109. Credit may be received only for one of the following: 109/110; 111; or 121.

BSPA 110 - Beginning Spanish II. (3) Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to 109 restricted to those who have never studied Spanish previously or who have placed by examination into 109; admission to 110 restricted to those who have completed BSPA 109. Credit may be received only for one of the following: 109/110; 111; or 121.

BSPA 122 - Basic Proficiency in Spanish. (3) Practice and further development of essential listening, reading, speaking, and writing skills. Admission either by placement examination or successful completion of BSPA 110, 111, or 121.

BSPA 209 - Intermediate Spanish I. (3) (Prereq: BSPA 122 or score on placement exam) Further development of listening, speaking, reading, and writing skills. Use of authentic cultural materials.

BSPA 210 - Intermediate Spanish II. (3) (Prereq: BSPA 209 or permission of instructor) Continued development of the four skills practiced in BSPA 209.

BSPA 220 - Selected Works of Hispanic Literature in English Translation. (3) Selected major works, especially contemporary works, in all genres of Hispanic literature in English translation.

BSPA 300 - Cultural Readings for Conversation. (3) (Prereq: BSPA 210 or 211 or by Phase II placement exam) Readings and discussion of topics affecting the Hispanic world. Emphasis on speaking and listening skills. Use of electronic media. Not open to native speakers.

BSPA 305 - Working with Hispanic Clients. (3) (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210 or 211, or consent of instructor. Department permission required for transfer students) Cross-cultural approaches to interactions with persons of Hispanic origin in a variety of professional settings. Readings, speakers, media. Taught in Spanish.

BSPA 309 - Advanced Spanish Language I. (3) (Prereq: Grade of B or better in BSPA 210 by Phase II placement exam, or consent of instructor. Department permission required for transfer students.) Advanced practice of listening, speaking, reading and writing skills.

BSPA 310 - Advanced Spanish Language II. (3) (Prereq: BSPA 309, by Placement on Phase II placement exam or consent of instructor. Department permission required for transfer students.) Continuation of advanced practice of listening, speaking, reading, and writing skills.

BSPA 312 - Introduction to Reading Hispanic Literary Texts. (3) (Prereq: Placement at 300 level on Phase II placement exam, grade of C+ or better in BSPA 309, or consent of instructor. Department permission required for transfer students.) Approaches to reading literary texts through carefully selected readings from different genres.

BSPA 316 - Business Spanish. (3) (Prereq: Placement at 300 level on Phase II placement exam, grade of C+ or better in BSPA 309, or consent of instructor. Department permission required for transfer students.) Commercial organizations and business in Spanish-speaking countries, business correspondence, terminology, and techniques in commercial transactions.

BSPA 350 - Spanish Language Study Abroad. (3) (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210 or 211, or consent of instructor. Department permission required for transfer students.) Intensive language practice in native environment with emphasis on oral skills. Instruction by native speakers; community contact and home stay. Prior placement test required. May be repeated once for credit.

BSPA 375 - Topics in Hispanic Cultures and Literatures. (3) (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210 or 211, or consent of instructor. Department permission required for transfer students.) Course content varies and will be announced in the schedule of classes by suffix and title. May be repeated once for credit. Taught in Spanish.

BSPA 380 - Hispanic Film and Culture. (3) (Prereq: Placement at 300 level on Phase II placement exam, grade of C+ or better in BSPA 309, or consent of instructor. Department permission required for transfer students.)

Interpretation of contemporary Hispanic culture through selected Spanish or Spanish-American films. A: Spanish film; B: Spanish-American film.

BSPA 398 - Selected Topics. (3) (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210, or consent of instructor. Department permission required for transfer students.) Intensive study of selected topics of the Hispanic world. May be repeated for credit under different suffix. Taught in English.

BSPA 399 - Independent Study. (3-6) (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210, or consent of instructor. Department permission required for transfer students.) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BSPA 400 - Spanish Civilization. (3) Lectures, readings, and visuals on selected topics of Spanish civilization and its cultural heritage.

BSPA 401 - Spanish American Civilization. (3) Lectures, visuals, and readings on selected topics of Spanish American civilization and its cultural heritage.

BSPA404 - Literary Tendencies and Masterpieces of Spain. (3) (Prereq: BSPA 312 or consent of instructor) A survey of the masterworks and literary tendencies of Spain.

BSPA 405 - Literary Tendencies and Masterpieces of Spanish America. (3) (Prereq: BSPA 312 or consent of instructor) A survey of the masterworks and literary tendencies of Spanish America.

BSPA 417 - Advanced Spanish for Business and the Professions. (3) (Prereq: BSPA 316 or consent of instructor) Vocabulary, concepts, and oral/written skills necessary to communicate effectively in the social, cultural, or economic infrastructure of Hispanic countries. Introduction to the use of technology for the acquisition and processing of materials relevant to students' professional goals.

BSPA 550 - Advanced Language Study Abroad. (3) Intensive language practice in native environment with special emphasis on oral skills. Instruction by native speakers; extensive community contact and home stay. Prior placement test required.

Geography (BGEO)

BGEO 121 - World Regional Geography. (3) Introduction to the physical and human geography of the world with a focus on selected regions.

BGEO 200 - Introduction to Physical Geography. (3) Basic concepts of landform geography, climatology and meteorology, and biogeography.

BGEO 363 - Geographic Information Systems. (3) Introduction to principles and methods of geographic information systems including discussion of computers, spatial data, analysis, and display. Includes discussion of applications and hands-on experience.

Geological Sciences (BGEL)

BGEL 101 - Introduction to the Earth. (4) Origin and nature of the earth with emphasis on internal processes and phenomena such as earthquakes, volcanoes, and mountain building; surface processes, including landform evolution. Three lectures and three laboratory hours each week.

BGEL 102 - Fossils and the Evolution of Life on Earth. (4) Basic overview of fossils, including dinosaurs, and their importance for understanding earth history and the evolution of life. Three lectures and three laboratory hours each week.

BGEL 103 - Environment of the Earth. (4) Analysis of basic energy cycles of the earth. Interaction of human activity with earth processes to affect the environment. Three lectures and three laboratory hours each week. Field trips required.

BGEL 110 - Cultural Geology. (3) The growth of geological concepts, scientific and non-scientific. The impact of geological factors on human affairs. The role of time and evolution (biological and physical). Restricted to non-science majors. Two lectures and one two-hour recitation.

BGEL 215 - Coastal Environments of the Southeastern U.S. {=BMAR 215} (3) Coastal zones of South Carolina and neighboring states, including geologic history, geomorphology, stratigraphy, hydrogeology, shoreline processes, environmental issues, and effects of man. Three lecture hours each week plus optional field trips. Not available for geology major credit.

BGEL 215L - Coastal Environments of the Southeastern U.S. (Laboratory). {=BMAR 215L} (1) Exercises examining coastal ecology, geomorphology, hydrogeology, shoreline processes, environmental issues, and human impact. Two laboratory hours per week. Scheduled field trips required. Not available for marine science major credit.

Global Studies (BGST)

BGST 301 - Global Contemporary Perspectives. (3) Intensive study of selected global issues and problems. May be repeated as topics vary. (A) Europe and Latin America.

BGST 399 - Independent Study (3 - 6). (Prereq: consent of instructor) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BGST 398 - Global Studies. (3) Intensive study of selected global contemporary situations and problems of a region that lead to conflict with regards to trade, religion, human rights, modernization. May be repeated or taken simultaneously as topics vary. Variations will be announced in the schedule of classes by suffix and title. (A) European Perspective; (B) Latin American Perspective; (C) Asian & African Perspective.

History (BHIS)

BHIS 101 - European Civilization from Ancient Times to the Mid-17th Century. (3) The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.

BHIS 102 - European Civilization from the Mid-17th Century. (3) European development and expansion from the mid- 17th century to the present.

BHIS 109 - Introduction to Latin American Civilization. (3) A discussion of the political, cultural, and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America.

BHIS 111 - History of the United States from Discovery to the Present Day. (3) A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social, and intellectual developments. First semester: to 1865; second semester: since 1865. Honors sections are available for students in the honors program.

BHIS 112 - History of the United States from Discovery to the Present Day. (3) A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social, and intellectual developments. First semester: to 1865; second semester: since 1865. Honors sections are available for students in the honors program.

BHIS 113/313 – The Crossroads of Europe: Austrian and Culture (to be taught in Salzburg).

BHIS 115 - World History to 1500. BHIS 115 is the first of a two-semester survey of World History from the origin of human civilizations to the advent of the modern period (1500 C.E.). The course necessarily adopts a cross-cultural approach to the study and interpretation of the past, including political, intellectual, economic and social inquiry. BHIS 115 addresses issues of religion, gender, trade, migration, conflict and interaction between and within societies and satisfies USCB's non-western General Education requirement.

BHIS 116 - World History from 1500 to the present. BHIS 116 is the second of a two-semester survey of World History from the advent of the modern period (1500 C.E.) to the present. The course necessarily adopts a cross-cultural approach to the study and interpretation of the past, including political, intellectual, economic and social inquiry. BHIS 116 addresses issues of religion, gender, trade, migration, conflict and interaction between and within societies and satisfies USCB's non-western General Education requirement.

BHIS 300 - The Historian's Craft. (3) Explores the nature of historical evidence, the formulation of historical questions, and the construction of historical arguments using primary and secondary materials.

BHIS 301 – Women's History (3)

BHIS 306 - The Birth of Europe. (3) A survey of the formation and development of Europe from the fourth to the 14th centuries. Emphasis upon the emergence of European culture and upon aspects of European prosperity after A.D. 1000.

BHIS 310 - Age of the Reformation. (3) Ecclesiastical institutions, religious experience, and efforts at reform before Luther; career and theology of Luther; diffusion of Reformation throughout Europe; career and theology of Calvin; Catholic renewal and response.

BHIS 315 – Environmental History (3)

BHIS 317 - Contemporary Europe from World War I to World War II. (3) The Great War, revolution, and reconstruction; the rise of authoritarian and totalitarian regimes and the coming of World War II.

BHIS 318 - Europe from World War II to the Present. (3) The Second World War and its origins; the Cold War; European recovery; a divided continent and Europe in the Global Era.

BHIS 320 - The History of Great Britain. (3) A survey of the political, social, economic, and cultural development of the British Isles from Anglo-Saxon times to the present. First semester: to the Restoration of 1660; second semester: since 1660.

BHIS 321 - The History of Great Britain. (3) A survey of the political, social, economic, and cultural development of the British Isles from Anglo-Saxon times to the present. First semester: to the Restoration of 1660; second semester: since 1660.

BHIS 323 - England Under the Normans and Angevins, 1066-1307. (3) The effects of the Norman Conquest; social and constitutional development through the reign of Edward I; Romanesque and Gothic culture.

BHIS 324 - Late Medieval England, 1307-1485. (3) England's later medieval cultural and constitutional development; Lancastrians and Yorkists; the Hundred Years' War.

BHIS 330 –Scottish History (3)

BHIS 345 - West and East: A History of Cultural Conflict. (3) A survey of cultural interaction between the West and competing cultures, emphasizing the elements that define and separate West and East.

BHIS 399 - Independent Study. (1-6) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BHIS 401 - The Development of the American People to 1789. (3) The founding of the English colonies, their developing maturity, the events leading to the Revolution, and the creation of a new nation.

BHIS 402 - The New Nation, 1789-1828. (3) The new republic and the developing democratic spirit in politics and culture.

BHIS 403 - The Sections and the Nation, 1828-1860. (3) The three cultures of East, South, and West; their interactions and the events leading to the Civil War.

BHIS 404 - Civil War and Reconstruction, 1860-1877. (3) The political, military, and social history of the War and the reorganization which followed.

BHIS 407 - United States History Since 1945. (3) A survey of the political, economic, social, and cultural developments in the period after World War II.

BHIS 409 - The History of South Carolina, 1670-1865. (3) A study of South Carolina origins and developments.

BHIS 410 - History of South Carolina Since 1865. (3) A survey of recent South Carolina history with emphasis on social and institutional development.

BHIS 415 - Black Americans. (3) A survey of the historical development of black people in the Western Hemisphere.

BHIS 420 - Latin America: The Founding of New Societies. {BLAS 341} (3) The establishment of consolidation of the Spanish and Portuguese empires in the Western hemisphere; interaction of Indians, Africans, and Iberians, and the formation of social, economic, and political traditions in Latin America; political independence.

BHIS 421 - Modern Latin America. {BLAS 342} (3) Traditional society in the area and problems arising from social, economic, and political changes since independence; comparative studies of national responses to these problems.

BHIS 423 - History of Mexico. {BLAS 442} (3) Mexico from the pre-conquest period to the present, with an emphasis on modern Mexico.

BHIS 442 - The Old South. (3) Development of Southern society and of the forces that made the South a distinctive section of the United States.

BHIS 443 - The New South. (3) Reconstruction, the Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of two world wars and the New Deal (1865-1946).

BHIS 462 - Southern Intellectual and Cultural History. (3) Intellectual and cultural developments characteristic of the Southern region from colonial times to the recent past.

BHIS 468 - American Military Experience. {BARM 406} (3) Transformation of war and of the institutions for waging war from the American Revolution to the present.

BHIS 492 - Topics in History. (3) Reading and research on selected historical subjects. Open only to juniors and seniors with permission of the instructor.

BHIS 663 - Social and Economic History of Latin America. {BLAS 441} (3) The evolution of social groups and changes in economic patterns in Latin America from pre-Columbian times to the present

Hospitality Management (BHRM)

BHRM 110 - Introduction to Hospitality Industry. (3) (Prereq/coreq: none) History, growth, developments, and future opportunities in the hospitality industry.

BHRM 228 - Purchasing and Controls. (3) A study of the major foods, beverages, and supplies that are purchased in hotels, motels, and food-service establishments as well as techniques on how to control their distribution within the operation.

BHRM 230 - Hospitality Management. (3) Tools available to management and their utilization in the hospitality industry.

BHRM 260 - Hotel Management. (3) Management of the lodging phase of the hospitality industry to include front desk, housekeeping, and maintenance areas.

BHRM 270 - Quantity Food Production. (4) The basics of food production from storeroom to consumer. Various techniques of storage, preparation, merchandising, and menu-planning, as well as the many aspects of service. Lectures and laboratory hours. Co-Requisite BHRM 311 and 312 (all three must be taken together).

BHRM 272 - Principles of Food Cost Controls. (1) Management of food cost controls in the food service industry.

BHRM 280 - Tourism. (3) Economic and social relationships between tourism and the hospitality industry.

BHRM 285 - Club Management. (3) Unique problems and issues associated with private club management.

BHRM 290 - Practicum. (3) Supervised full-time work experience in an area of the hospitality industry, selected by the student and approved by the practicum coordinator.

BHRM 311 - Principles of Food Service Sanitation. (1) Business and regulatory practices relevant to a sanitary food service environment.

BHRM 312 - Management by Menu. (1) Analysis, pricing constraints, and mechanics of the menu.

BHRM 313 - Internal Training and Development. (1) Principles of effective in-house training programs in the hospitality/travel industry.

BHRM 328 - HRTM Accounting. (3) (Prereq: BACT 225 and 226) Accounting trends and controls for the hospitality industry from a managerial point of view.

BHRM 335 - Hospitality Delivery Systems for the Indigent. (3) The management of food and lodging delivery systems for the indigent.

BHRM 340 - Nutrition. (3) The utilization of food by the body; menu planning and food production for institutions in relation to regular and modified diets.

BHRM 352 - Software Applications for the Hospitality Industry. (3) (Prereq: BADM 290) Using microcomputer software in various areas of the hospitality industry.

BHRM 355 - Physical Plant Design. (3) Design, equipment, and maintenance of hospitality facilities.

BHRM 357 - Hotel, Restaurant, and Travel Law. (3) A comprehensive overview of laws and regulatory agencies governing the lodging, food service, and travel industries.

BHRM 364 - Conference and Meeting Planning. (3) (Prereq: BHRM 260) Planning and managing conferences and meetings in the tourism industry.

BHRM 370 - Restaurant Food Production Management. (3) (Prereq: BHRM 270) Management techniques and operating problems in food service operations. Lecture and laboratory hours.

BHRM 372 - Catering Management. (3) (Prereq: BHRM 270 or permission of department chair) Management techniques, including planning, production, and performance of off-premise catering.

BHRM 376 - Contract Foodservice Management. (3) Issues related to the management of contract foodservice accounts.

BHRM 390 - Careers in Hospitality/Tourism. (1) (Prereq: junior standing) Career options concurrent with the placement process.

BHRM 399 - Independent Study. (1-6) Contract approved by instructor, advisor, and department head is required for undergraduate students.

BHRM 410 – Hospitality Current Issues. (3) (Prereq: senior standing) Issues and problems concerning the hospitality industry.

BHRM 410A – Hospitality Current Issues: Resort and Condominium Management (3) (Prereq: senior standing) Issues and problems concerning the hospitality industry.

BHRM 410B – Hospitality Current Issues: Destination Management (3) (Prereq: senior standing) Issues and problems concerning the hospitality industry.

BHRM 421 - Hospitality Financial Management. (3) (Prereq: BHRM 328) Financial decision making including ratio analysis, asset management, leverage, short, intermediate, and long-term financing in the hospitality industry.

BHRM 440 - Services Management for Hospitality and Tourism. (3) (Prereq: BECO 221 and 222; BMGT 371) Management issues pertinent to quality service delivery in hospitality and tourism organizations.

BHRM 445 - Food and Sanitation Microbiology. (3) (Prereq: BBIO 120 or permission of instructor) Microorganisms and their effect on the quality of food and water. Two lecture and two laboratory hours per week.

BHRM 447 - Food Science. (3) (Prereq: BHRM 340) The effects of cooking, processing, and storage of food on nutrient content, sensory perception, and functionality. Two lecture and two laboratory hours per week.

BHRM 450 - Hospitality Marketing Sales. (3) (Prereq: BMKT 350) Application of marketing principles and promotional techniques to the hospitality and travel industry.

BHRM 473 - Club Cuisine and Service. (3) (Prereq: BHRM 370 or 372) Advanced topics in the management of production and service techniques for private clubs.

BHRM 475 - Wines and Spirits in Food Service Establishments. (3) Management overview and operating problems of beverages in the hospitality industry.

BHRM 485 - Advanced Club Management (3) (Prereq. BHRM 285 or permission of instructor) advanced topics in hospitality management for the club industry.

BHRM 490 - Hospitality Management Strategies. (3) (Prereq: BMGT 371 and senior standing) Contemporary management strategies applied to the hospitality industry.

BHRM 491 - Club Management Internship. (3) (Prereq: BHRM 285, 370 or 372, and 473) Placement with a private club for a controlled learning experience.

BHRM 495 - Hospitality Management Internship. (6) Structured industry practical experience in a hospitality management company at the supervisory level. A contract approved by the instructor, advisor, and department head is required for undergraduate students. Minimum of 400 hours.

BHRM 590 -- Special Topics in BHRM. (3) Advanced concepts, issues, and trends in the hospitality and tourism industry. May be taken twice for degree credit.

Human Services (BHSV)

BHSV 300 - Human Services: An Introduction (3) (Prereq: BPSY 101 or BSOC 101, or permission of the instructor) The intention of this course is to acquaint students with an overview of the interdisciplinary field of human services by providing a historical and contemporary survey of human service program literatures. Students will be able to identify the domain of human services as an interdisciplinary area of theory and practice. Specifically, they will be able to master concepts generic to this field of study and apply them in human service situations.

BHSV 301 - Human Service Interventions (3) (Prereq: BHSV 300, or permission of the instructor) A course of study designed especially for the preparation of human service workers that involves, in part, a practicum or the supervised practical application of previously studied material. Students will master techniques employed in the development, delivery, management, and assessment of human service programs. Strategies include communication skills, interviewing techniques, developing treatment interventions, crisis intervention, brief treatment perspectives, long-term treatment, case management, varied group treatment modalities, and sensitivity training concerning multicultural and ethical/legal issues.

BHSV 302 - Human Service Evaluation (3) (Prereq: BHSV 301, or permission of the instructor) Research methods for determining the effectiveness of social programs/interventions (i.e., experimental, quasi-experimental, and qualitative designs).

BHSV 401 - Internship (3-6) (Prereq: (Junior standing, 2.0 GPA, BHSV 3001 and BHSV 301, or permission of the instructor, and approved contract with internship agency). The application of theoretical foundations and human service principles in a supervised human services setting.

Liberal Studies (BLST)

BLST 497 - Seminar in Liberal Studies among the Disciplines. (3) A course designed to give Liberal Studies seniors exposure to subject matter that requires more than one discipline. Taught by invitation by an instructor who is doing multi-disciplinary research. (Prerequisite: Senior standing in Liberal Studies or consent of the instructor)

Security Studies (BSST)

BSST 201 - Introduction to Security Studies. (3) A course of the major topics and concerns facing security studies, including military and political security and terrorism, and questions of policy alternatives.

BSST 300 – Terrorism. (3) The purpose of this course is a systematic examination of the problem of terrorism both as an international and as an American national security problem. The nature and characteristics of terrorism, terrorist organization will be examined.

Linguistics (BLIN)

BLIN 140 - Linguistic Diversity Awareness. (2) A course designed to cultivate awareness of phonological and grammatical differences among dialects of English and ability to switch comfortably between one's dialect and standard usage. Two-hour lecture and laboratory.

BLIN 340 - Language, Culture, and Society. {=BANT 355} (3) Language in its social setting. The relationship between linguistic categories and culture categories. Language and cognition.

BLIN 431 - Development of the English Language. {=BENG 453} (3) English from Indo-European through Germanic and into Old English, Middle English, and Modern English. No previous knowledge of Old English or Middle English is required.

BLIN 512 - Gender and Language Use. {=BANT 512} (3) The course will explore an approach to gender and language use that emphasizes the grounding in social practice of both.

Marine Science (BMAR)

BMAR 101 - Introductory Oceanography I. (4) (Prereq: science, engineering, or education major or consent of instructor) Origin and evolution of the oceans, plate tectonics, ocean circulation, waves and tides, chemical composition, and primary productivity. Three lecture and three laboratory hours per week. Scheduled field trips required.

BMAR 102 - Oceanography II. (4) (Prereq: science, engineering, or education major or consent of instructor) Origin, evolution, and diversity of marine life, biological production, trophic dynamics, nutrient cycles, marine resources, and environmental concerns. Three lecture and three laboratory hours per week. Scheduled field trips required.

BMAR 111 - Evolution of the Marine Environment. (4) Origin/evolution of the earth, seas, and life over geologic time; fundamental processes of plate tectonics, evolution, and genetics. Three lecture and two laboratory hours per week. Scheduled field trips are required.

BMAR 112 - Processes in the Marine Environment. (4) Study and analysis of interacting abiotic and biotic processes determining the nature and functioning of the marine environment. Three lecture and two laboratory hours per week. Scheduled field trips are required.

BMAR 210 - Oceans and Man. (3) A non-technical introduction to human interactions with the marine environment: marine organisms, marine systems, and the physical and chemical characteristics of oceans and estuaries. **Not available for marine science major credit.**

BMAR 210L - Oceans and Man Laboratory. (1) (Prereq or coreq: BMAR 210) Experiments and exercises which illustrate how specific components of marine environments are structured, function, and can be measured. Two laboratory hours per week. Not available for marine science major credit. Attendance on designated field trips may be required.

BMAR 215 - Coastal Environments of the Southeastern U.S. {=BGEL 215} (3) Coastal zones of South Carolina and neighboring states, including geologic history, geomorphology, stratigraphy, hydrogeology, shoreline processes, environmental issues, and effect of man. Three lecture hours each week plus optional field trips. Not available for marine science major credit.

BMAR 215L - Coastal Environments of the Southeastern U.S. (Laboratory). {=BGEL 215L} (1) Exercises examining coastal ecology, geomorphology, hydrogeology, shoreline processes, environmental issues, and human impact. Two laboratory hours per week. Scheduled field trips required. Not available for marine science major credit.

BMAR 311 - Biology of Marine Organisms. (4) (Prereq: BMAR 112 or BBIO 112) Biological concepts emphasizing adaptation to marine environments. Laboratory experiments emphasize principles and techniques of marine biological study. Three lecture and three laboratory hours per week. Scheduled field trips are required.

BMAR 510 - Invertebrate Zoology. {=BBIO 510} (5) (Prereq: BBIO 301 or BMAR 311) Phylogenetic and comparative aspects of anatomy, physiology, reproduction, and embryology of the invertebrates. Three lectures and two 3-hour laboratory periods per week.

BMAR 536 - Ichthyology. {=BBIO 536} (4) (Prereq: BBIO 301 or BMAR 311 or consent of instructor) Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and 3 laboratory hours plus three field trips to be arranged.

BMAR 577 - Ecology of Coral Reefs. {=BBIO 577} (4) (Prereq: BBIO 301 or BMAR 311 or consent of instructor) Structure, productivity, and biodiversity of coral reefs, emphasizing their sensitivity, stability, and sustainability. Taught as an extended field experience with daily lectures and guided research activities.

BMAR 599 - Topics in Marine Science. (1-3) Current developments in marine science selected to meet faculty and student interests. Course content varies and will be announced by suffix and title in schedule of courses.

Mathematics (BMTH)

BMTH 110 - Mathematical Modeling. (3) (Prereq: two years of high school algebra or the equivalent) Real data applications in college algebra. Linear, quadratic, power, exponential, and logarithmic functions and models. Data analysis and modeling with technology. Evaluation and solution of functional equations, interpretation of results. Students may not receive credit for both BMTH 110 and either 111 or 111L. **Note:** This course is not recommended for students with additional requirements in mathematics.

BMTH 111 - Basic College Mathematics. (3) (Prereq: qualification through placement) Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithmic functions, systems of equations. Credit may not be received for both BMTH 111 and either 110 or 111L.

BMTH 111L - Intensive Basic College Mathematics. (4) (Prereq: qualification through placement) Basic college algebra; linear and quadratic equations, inequalities, functions, and graphs of functions, exponential and logarithmic functions, systems of equations. Course taught in intensive 3 hours and 45 minute per week format. Credit may not be received for both BMTH 111L and either 110 or 111.

BMTH 112 - Trigonometry. (2) (Prereq: qualification through placement or a grade of C or better in BMTH 111 or 111L) Topics in trigonometry specifically needed for BMTH 141, 142, 241. Circular functions, analytic trigonometry, applications of trigonometry. Credit may not be received for both BMTH 112 and 115.

BMTH 115 - Pre-calculus Mathematics. (4) (Prereq: qualification through placement or a grade of C or better in 111 or 111L) Topics in algebra and trigonometry specifically needed for BMTH 141, 142, 241. Subsets of the real line, absolute value; polynomial, rational, inverse, logarithmic, exponential functions; circular functions; analytic trigonometry. Credit may not be received for both BMTH 112 and 115.

BMTH 122 - Calculus for Business Administration and Social Sciences. (3) (Prereq: qualification through placement or a grade of C or better in BMTH 111, 111L, or 115) Derivatives and integrals of elementary algebraic, exponential, and logarithmic functions. Maxima, minima, rate of change, motion, work, area under a curve, and volume.

BMTH 141 - Calculus I. (4) (Prereq: qualification through placement or a grade of C or better in BMTH 112 or 115) Limits, continuity; derivatives, chain rule, rates of change, curve sketching, max-min problems; definite integral, antiderivatives, and the Fundamental Theorem.

BMTH 142 - Calculus II. (4) (Prereq: qualification through placement or a grade of C or better in BMTH 141) Techniques of integration, exponential, and inverse trigonometric functions; numerical methods, and applications of the integral; sequences, power and Taylor series.

BMTH 170 - Finite Mathematics. (3) (Prereq: qualification through placement or a grade of C or better in BMTH 111, 111L, or 115) Elementary matrix theory; systems of linear equations; permutations and combinations; probability and Markov chains; linear programming and game theory.

BMTH 172 - Mathematical Modeling for the Life Sciences. (3) Modeling with difference equations; vectors, trigonometry, polar coordinates, matrices, eigenvalues and eigenvectors; addition and multiplication in combinatorics, permutations, combinations, introduction to probability theory (discrete, continuous); techniques of integration, symmetry. Credit may not be received for both BMTH 172 and either BMTH 170 or 174.

BMTH 174 - Discrete Mathematics for Computer Science. (3) (Prereq: qualification through placement or a grade of C or better in BMTH 112 or 115) Induction, complexity, elementary counting, combinations and

permutations, recursion and recurrence relations, graphs and trees; discussion of the design and analysis of algorithms— with emphasis on sorting and searching.

BMTH 221 - Basic Concepts of Elementary Mathematics I. (3) (Prereq: qualification through placement or a grade of C or better in BMTH 111, 111L, or 115) The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary or early childhood teacher certification.

BMTH 222 - Basic Concepts of Elementary Mathematics II. (3) (Prereq: BMTH 221) Informal geometry and basic concepts of algebra. Open only to students in elementary or early childhood teacher certification.

BMTH 241 - Vector Calculus. (3) (Prereq: qualification through placement or a grade of C or better in BMTH 142) Vector algebra, geometry of three-dimensional space; lines, planes, and curves in space; polar, cylindrical, and spherical coordinate systems; partial differentiation, max-min theory; multiple and iterated integration, line integrals, and Green's theorem in the plane.

BMTH 242 - Elementary Differential Equations. (3) (Prereq: qualification through placement or a grade of C or better in BMTH 142) Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solution of differential equations. Applications to physical sciences and engineering.

BMTH 399 - Independent Study. (3-9) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Military Science (BARM)

BARM 406 - American Military Experience. {=BHIS 468} (3) Transformation of war and of the institutions for waging war from the American Revolution to the present.

Music (BMUS)

BMUS 110 - Introduction to Music. (3) Perceptive listening and appreciation of musical elements, forms and style periods, including composers' lives, individual styles and representative works. Emphasis on classical music; jazz and American popular music included.

BMUS 129 - University Chorus. (1)

Philosophy (BPHI)

BPHI 102 - Introduction to Philosophy. (3) An introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers will be read. Honors section offered.

BPHI 110 - Introduction to Logic I. (3) The nature of arguments; fallacies, criteria, and techniques of valid deductive inference; applications. Honors section offered.

BPHI 111 - Introduction to Logic II. (3) Inductive and decision-making arguments, and criteria of acceptability for them. Honors section offered.

BPHI 201 - History of Ancient Philosophy. (3) An introduction to the development of philosophy in the ancient world through study of the works of representative philosophers. BPHI 202 may be taken prior to this course.

BPHI 202 - History of Modern Philosophy. (3) An introduction to the development of philosophic thought since the Renaissance through the study of the works of important philosophers. The chief emphasis is on the 17th and 18th centuries.

BPHI 211 - Contemporary Moral Issues. (3) Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.

BPHI 212 - Conflicting Images of Man. (3) Conflicting images of man in contemporary philosophy, literature, psychology, and religion and an evaluation of these images as norms for human conduct and social policy. Particular attention will be given to existentialist, Marxist, behaviorist, and mystical images of man.

BPHI 301 - Nineteenth- and 20th-Century Philosophy. (3) An introduction to Continental and British philosophy since Kant through study of the works of representative philosophers. Particular emphasis is placed on the development of Idealism, Marxism, Existentialism and Phenomenology, and analytic philosophy.

BPHI 302 - American Philosophy. (3) The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 19th and 20th centuries.

BPHI 311 - Ethics. (3) A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.

BPHI 312 - Medical Ethics. (3) The concepts of Person and Justice as they relate to biomedical sciences and technologies.

BPHI 313 - Philosophy of Art. (3) Philosophical problems relating to the arts, with emphasis on questions pertaining to aesthetic experience.

BPHI 314 - Social and Political Philosophy. (3) {=BPOL 300} An examination of modern political philosophers, their responses to political, social, economic, and legal concepts, and the issues concerning liberties and rights in the authority-individual relationship.

BPHI 317 - Ethics of Science and Technology. (3) Role of ethical judgments in directing or curtailing scientific research; case studies from natural and social sciences.

BPHI 318 - Business Ethics. (3) Ethical problems in business; application to business situations of philosophical theories of individual, corporate, and governmental rights and responsibilities.

BPHI 320 - Existentialism. (3) An introduction to existentialist themes in contemporary philosophy, literature, psychology, and religion. The writings of existentialists such as Kierkegaard, Nietzsche, Camus, Sartre, Buber, May, and Binswanger will be read and discussed.

BPHI 321 - Ethics and Security. (3) (Prereq.: Junior standing) An investigation of ethical issues involving security, including conflicts between security and freedom, the need to know and privacy, individual and states rights, etc. Ethical concepts and theories will be studied in relation to security concerns.

BPHI 325 - Philosophy of Education. (3) A critical examination of the theories of education of such philosophers as Plato, Rousseau, Dewey, Newman, and Whitehead. Emphasis is on the development of a philosophy of higher education.

BPHI 341 - Environmental Ethics. (3) Examination of principles and arguments surrounding moral issues involving the environment.

BPHI 399 - Independent Study. (3-9) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BPHI 504 - Phenomenology and Existentialism. (3) (Prereq: BPHI 202 or 301, or consent of the instructor) A critical study of some fundamental themes in phenomenology and the philosophy of existence. Emphasis is placed on an intensive study of selected works of such writers as Kierkegaard, Jaspers, Husserl, and Heidegger.

BPHI 505 - Plato. (3) (Prereq: BPHI 201 or consent of the instructor) An intensive study of selected Dialogues.

BPHI 506 - Aristotle. (3) (Prereq: BPHI 201 or consent of the instructor) An intensive study of some of the more important of Aristotle's works.

BPHI 508 - Hume. (3) (Prereq: BPHI 202 or consent of the instructor) An intensive study of the philosophical writings of Hume, especially A Treatise of Human Nature.

BPHI 509 - Kant. (3) (Prereq: BPHI 202 or consent of the instructor) An intensive study of the work of Kant, especially the Critique of Pure Reason.

BPHI 510 - Theory of Knowledge. (3) (Prereq: 3 hours in philosophy beyond the 100 level or consent of the instructor) An examination of some representative theories of truth, meaning, probability, and perception.

BPHI 513 - Philosophy of History. (3) (Prereq: BPHI 202 or consent of the instructor) A philosophical examination of historical inquiry. Theories of historical development. The logical problems of historical explanation.

BPHI 514 - Recent Ethical Theory. (3) (Prereq: BPHI 311 or consent of the instructor) Recent developments in ethical theory with special emphasis on the meaning of ethical language and the forms of reasoning employed in discussing moral values.

BPHI 519 - Metaphysics. (3) (Prereq: 3 hours in philosophy beyond the 100 level or consent of the instructor) Major issues in classical and modern metaphysics. Topics include the idea of first philosophy, being, substance, the problem of universals, essentialism, causation, time and space, and metaphysical method.

BPHI 550 - Health Care Ethics. (3) (Prereq: 3 hours in philosophy beyond the 100 level or consent of the instructor) An exploration of the ethical dimensions of patient care in the clinical setting.

BPHI 598 - Readings in Philosophy. (3) (Prereq: 6 hours in philosophy beyond the 100 level)

Physical Education (BPED)

Fitness and Jogging

BPED 104 - Personal Fitness and Weight Control. (1) Advanced techniques for controlling weight and improving fitness through exercise, lectures, and self-evaluation.

BPED 105 - Weight Training. (1) Fundamentals of progressive resistance exercise training.

BPED 106 - Advanced Weight Training. (1) (Prereq: BPED 105 or consent of instructor) Advanced techniques.

BPED 107 - Aerobic Dance. (1) Cardio-respiratory fitness, flexibility, and coordination through continuous rhythmical movements.

Sport

BPED 113 - Bowling. (1) Fundamental skills and techniques of bowling.

BPED 114 - Golf. (1) Basic strokes, rules, and strategy of golf.

BPED 121 - Beginning Tennis. (1) Basic strokes, history, rules, and strategy of the game.

BPED 130 - Intermediate Golf. (1) (Prereq: PEDU 114 or consent of instructor) Intermediate strokes and strategies; heavier emphasis on the total golf swing.

BPED 132 - Intermediate Tennis. (1) (Prereq: PEDU 121 or consent of instructor) Intermediate skills and strategies.

BPED 136 - Yoga. (1) Fundamental skills and terminology.

BPED 139 - Tennis/Track. (1) Students will learn to perform basic skills as well as to implement game strategies. Major consideration will be given on how to teach each sport.

Aquatics

BPED 146 - Scuba (Open Water). (1) Certification program in open water scuba instruction: safety, emergency procedures, equipment handling, navigation, and air consumption. Includes five open water dives.

BPED 154 - Advanced Open Water Scuba. (1) (Prereq: PEDU 146 or consent of instructor) Development skills beyond open water diving: underwater navigation, night diving, and deep diving

Outdoor Activities

BPED 181 - Equestrian. (1) English hunter-style riding for intermediate students.

Physical Education Major Courses

BPED 232 - Philosophy and Principles of Physical Education. (3) Historical background, current problems, and publications.

BPED 266 - Introduction to Athletic Training. (3) (Coreq: BPED 266L) Principles and practices in the identification and treatment of common athletic injuries.

BPED 266L - Athletic Training Lab. (1) (Coreq: BPED 266) Techniques and skills used in the prevention or protection of athletic injury.

BPED 302 - Foundations of Coaching. (3) The philosophical bases, leadership theory, administrative practice, and organizational problems of competitive athletics.

Physics (BPHY)

BPHY 101 - The Physics of How Things Work I. (3) A practical introduction to physics and science in everyday life— from concrete examples to basic physical principles.

BPHY 101L - The Physics of How Things Work I Lab. (1) (Prereq or coreq: BPHY 101) Experiments, exercises, and demonstrations to accompany BPHY 101.

BPHY 102 - The Physics of How Things Work II. (3) (Prereq: BPHY 101) A continuation of BPHY 101 with emphasis on electricity, magnetism, optics, and atomic physics.

BPHY 102L - The Physics of How Things Work II Lab. (1) (Prereq or coreq: BPHY 102) Experiments, exercises, and demonstrations to accompany BPHY 102.

BPHY 201 - General Physics I. (3) (Prereq: BMTH 115, or BMTH 122, or equivalent) First part of an introductory course sequence. Topics include mechanics, wave motion, sound, and heat. No previous background in physics is assumed.

BPHY 201L - General Physics Laboratory I. (1) (Prereq or coreq: BPHY 201)

BPHY 202 - General Physics II. (3) (Prereq: a grade of C or better in BPHY 201) Continuation of BPHY 201; includes electromagnetism, relativity, quantum physics, atomic and nuclear physics.

BPHY 202L - General Physics Laboratory II. (1) (Prereq or coreq: BPHY 202).

BPHY 211 - Essentials of Physics I. (3) (Prereq: a grade of C or better in BMTH 141; coreq: BPHY 211L) Classical mechanics and wave motion. Calculus-level course for students of science and engineering.

BPHY 211L - Essentials of Physics I Lab. (1) (Prereq or coreq: BPHY 206 or 211)

BPHY 212 - Essentials of Physics II. (3) (Prereq: a grade of C or better in BPHY 211 and BMTH 142; coreq: BPHY 212L) Classical electromagnetism and optics.

BPHY 212L - Essentials of Physics II Lab. (1) (Prereq or coreq: BPHY 207 or 212)

Political Science (BPOL)

BPOL 101 - Controversies in World Politics. (3) Principal forces and factors influencing world affairs, with emphasis on the role of the United States: resources, food, arms control, human rights, the environment, and rich and poor countries.

BPOL 103 - Controversies in the Politics of Global Regions. (3) Social, cultural, and historical forces underlying contemporary political controversies in Africa (a), Asia (b), Europe (c), Latin America (d), and the Middle East (e); region will be identified by suffix and title.

BPOL 105 - Introduction to Politics. (3) Concepts and problems involved in human relationship with governments, the nation-state, and political change.

BPOL 111 - Controversies in American Politics. (3) An introduction to the analysis of key issues in contemporary American politics focusing on the arguments, the groups involved, and the political factors that influence the outcome of the debate.

BPOL 201 - American National Government. (3) The formation and development of the national government, its organization and powers.

BPOL 300 - Social and Political Philosophy. (3) {=BPHI 314} An overview of the major themes in political philosophy such as the nature of politics, obligation, community, representation, freedom, equality, and justice.

BPOL 301 - The Political Science Discipline. (3) The history and development of approaches, methods, and fields of study.

BPOL 305 - Race, Class, Gender, and Sexuality. {=BSOC 304} (3) Historical and contemporary power relationships in race, social class, gender, and sexual orientation.

BPOL 315 - International Relations. (3) International political behavior and institutions.

BPOL 316 - Comparative Politics. (3) Comparative approaches to political systems, behavior, and institutions.

BPOL 340 - The Conduct and Formulation of United States Foreign Policy. (3) An analysis of how contemporary United States foreign policy is made and conducted.

BPOL 341 - Contemporary United States Foreign Policy. (3) A critical analysis of selected problems of United States foreign policy.

BPOL 342 - National Security Policies of the United States. (3) Formulation and implementation of contemporary United States defense and security policies.

BPOL 345 - Security and the Constitution. (3) (Prereq.: BPOL 103, BPOL 105, AND BPOL 201) This course will provide the student with a basic understanding of U.S. constitutional law in relation to national security. It will outline the constitutional context within which national security policies must be formulated and put into operation.

BPOL 362 - Politics and the Mass Media. (3) Survey of the role in American politics of mass communications media, including the press and electronic news reporting; influence of mass media on the conduct of political campaigns, political leadership style, and public opinion.

BPOL 370 - Introduction to Public Administration. (3) A study of the basic principles and theory of administrative structure, responsibility, and control in relation to policy making in the modern state.

BPOL 380 - Comparative Politics of Developing Countries. (3) A comparative analysis of the political problems confronting new nations, the political consequences of the breakdown of traditional society and the problems of developing new institutional forms and procedures.

BPOL 381 - Comparative Politics of Industrialized Countries. (3) Introduction to the development, structure, and functioning of government and politics in Western Europe, the former Soviet states, and other selected industrialized countries.

BPOL 399A - Independent Study in Political Science. (1-6) (Prereq: prior approval of and individualized contract by the director of undergraduate studies in political science and the instructor who will supervise the project).

BPOL 399B - Independent Study in International Studies. (1-6) (Prereq: prior approval of an individualized contract by the director of undergraduate studies in international studies and the instructor who will supervise the project).

BPOL 400 - Selected Topics in Political Theory. (3) Intensive analysis of a particular topic or topics. To be identified by suffix and title each semester.

BPOL 433 - Economic Aspects of International Politics. (3) Economic problems and policies in international politics including theory of comparative advantage; international economic aid, trade and monetary issues; the United States' role in the international economy; and the functions of international economic institutions.

BPOL 442 - Global Security Policies. (3) Conceptualization of problems of global security. Investigation of global security issues.

BPOL 488 - Politics and Governments of Latin America. {=BLAS 351} (3) The development, principles, political thought, and politics of the several Latin American states.

BPOL 503 - American Political Thought. (3) Themes and thinkers in American political history.

BPOL 537 - International Relations of Latin America. {=BLAS 451} (3) Contemporary international relations among Latin American states, including economic and political security and relations with the United States.

BPOL 680 - Politics of Revolution in Middle America. {=BLAS 454} (3) Contemporary political development of Middle American nations with emphasis on the background and significance of revolution in such countries as Mexico and Cuba.

Psychology (BPSY)

BPSY 101 - Introduction to Psychology. (3) An introduction to and survey of the basic concepts and findings within the field of psychology.

BPSY 103 - Psychology of Adjustment. (3) Introduction to theories and processes underlying and facilitating human adjustment in the community, family, and workplace.

BPSY 226 - Research Methods in Psychology. (3) (Prereq: BPSY 101) Basic principles and methodology.

BPSY 227 - Psychological Statistics. (3) (Prereq: BPSY 226 and BMTH 111 or placement out of BMTH 111) Introduction to statistical methods essential for psychological research.

BPSY 228 - Laboratory in Psychology. (2) (Prereq: BPSY 226 and 227) Laboratory in psychology in which research methods and statistical methods are integrated. One lecture and one two-hour laboratory per week.

BPSY 300 - Human Sexual Behavior. (3) Psychological, physiological, and sociological factors of human sexual behavior and attitudes.

BPSY 301 - Psychology of Marriage. (3) The psychological, physiological, and social characteristics of marriage.

BPSY 310 - Psychology of Women. {=BWST 310} (3) Women's experiences: childhood and adolescence, work, family, cultural images, adjustment, and social change.

BPSY 320 - Psychology of Religion. {=BRLG 361} (3) The development of the religious consciousness and its various expressions, the psychological dynamics of growth and conversion, response to crisis, and the relation of spiritual practice to health and wholeness.

BPSY 330 - Psychology and the African-American Experience. (3) Psychological theory and research as it applies to African Americans. Explores Africentric and other perspectives and roles of culture, racism, and historical phenomena.

BPSY 350 - Industrial Psychology. (3) Psychological techniques applied to various industrial problem areas, such as management and supervision, morale, efficiency, training, personnel selection and placement, and relations among personnel.

BPSY 360 - Applied Psychology. (3) Uses of psychological knowledge and techniques in practical contexts; clinical, school, industrial, consumer, and environmental psychology.

BPSY 380 - Sport Psychology. (3) The role of sports in socialization, personality development and competence, including: spectator-performer interactions, motivation, competition effects; and the application of psychological techniques to performance enhancement.

BPSY 399 - Independent Study. (1-6) (Prereq: BPSY 101 and consent of instructor) Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits. Not for psychology major credit.

BPSY 400 - Survey of Learning and Memory. (3) (Prereq: BPSY 101) Research and applications concerning the acquisition of new behavior and knowledge, including accounts based on classical and instrumental conditioning and on information-processing models.

BPSY 405 - Cognitive Psychology. (3) (Prereq: BPSY 400) Research and theories on sensory memory, attention, short term and working memory, human learning and forgetting, imagery, long-term memory, speech perception, reading, language, thinking and problem solving, and decision making.

BPSY 410 - Survey of Abnormal Psychology. (3) (Prereq: BPSY 101) Covers the classification, diagnosis, etiological theories, and treatments of the major mental and emotional disorders.

BPSY 420 - Survey of Developmental Psychology. (3) (Prereq: BPSY 101 or EDPY 335) Psychological development from conception to late adulthood. Topics include physical, cognitive, and social processes associated with development at each stage of the life cycle.

BPSY 430 - Survey of Social Psychology. (3) (Prereq: BPSY 101) Introduction to theory and research in social psychology from a psychological viewpoint. Topics include social perception, social cognition, attitudes, interpersonal relationships, aggression, prosocial behavior, and group processes.

BPSY 440 - Survey of Personality. (3) (Prereq: BPSY 101) Covers the major theories and research on personality and the dynamics of human motivation.

BPSY 450 - Sensation and Perception. (3) (Prereq: BPSY 101) Processing of information from the environment. Physiological, physical, psychological, and contextual determinants of perception.

BPSY 460 - Physiological Psychology. (3) (Prereq: BPSY 101) The neurochemical and neuroanatomical bases of behavior ranging from the reflex to schizophrenia.

BPSY 465 - Health Psychology. (3) (Prereq: PSYC 101 or SCCC 130) Application of psychological theories and assessment and treatment methodologies for health maintenance and the diagnosis and treatment of illness.

BPSY 487 - Community Psychology. (3) (Prereq: BPSY 101 and at least 3 hours in psychology at 400 level or above) Application of knowledge from other areas of psychology to the study of the role of the individual in the community.

BPSY 489 - Community Psychology Practicum. (1-6) (Prereq: 15 hours in psychology and consent of instructor) Supervised, structured field experience in a community agency, applying psychological principles, theory, and research. May be repeated once for credit.

BPSY 498 - Advanced Independent Study. (1-6) (Prereq: 9 hours of psychology and consent of instructor) Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits.

BPSY 503 - Psychology of Drug Use and Effects. (3) (Prereq: consent of instructor) Research and theoretical considerations of substance abuse. Pharmacological, sociological, psychological, medical, economic, forensic, and other relevant research and treatment disciplines.

BPSY 510 - Abnormal Behavior in Children. (3) (Prereq: BPSY 420 or 410 or consent of instructor) Theories, description, and assessment of child behavior problems and disorders; methods of intervention.

BPSY 520 - Psychology of Child Development. (3) (Prereq: BPSY 420 or consent of instructor) Examination of development from conception through older childhood. Specific cognitive and social processes will be given in depth study.

BPSY 521 - Psychology of Adolescence. (3) (Prereq: BPSY 420 or consent of instructor) Theories and research examining social, emotional, and intellectual development in adolescence. Explores influence of family, peer, school, and cultural contexts.

BPSY 522 - Psychology of Early and Middle Adulthood. (3) (Prereq: BPSY 420 or consent of instructor) Developmental changes in abilities, personality, and behavior which occur between adolescence and old age.

BPSY 523 - Psychology of Aging. (3) (Prereq: BPSY 420 or consent of instructor) Psychological, social, and biological phenomena associated with maturity and aging.

BPSY 530 - Advanced Social Psychology. (3) (Prereq: PSYC 430) Intensive study of topics selected from the field of social psychology.

BPSY 550 - Advanced Sensation and Perception. (3) (Prereq: BPSY 450) Intensive study of topics selected from the field of sensation and perception.

BPSY 560 - Advanced Physiological Psychology. (3) (Prereq: BPSY 460) Intensive study of topics selected from the field of physiological psychology.

BPSY 570 - Physiological Psychology Laboratory. (3) (Prereq or coreq: BPSY 460 or consent of instructor) Practice in surgical, histological, and behavioral testing methodology. Two lectures and one three-hour laboratory per week.

BPSY 574 - Sensation and Perception Laboratory. (3) (Prereq or coreq: BPSY 450 or consent of instructor) Concepts and principles in the study of sensation and perception in the laboratory. Two lectures and one three-hour laboratory per week.

BPSY 580 - Intermediate Statistics for Psychologists. (3) (Prereq: BPSY 226 and 227; undergraduate enrollment limited to psychology majors) Advanced analysis of the uses and applications of statistics to research in psychology, and interpretation of statistics in the psychological literature.

BPSY 583 - Psychological Tests and Measurement. (3) (Prereq: PSYC 227 or consent of instructor) Overview of the nature, design, and application of psychological tests. Emphasis on test construction, the psychometric

properties of psychological tests, intelligence and aptitude testing, objective and projective tests of personality, and general issues in the application of tests.

BPSY 584 - History and Systems of Psychology. (3) (Prereq: 9 hours in psychology at 400 level or above) Systematic approaches to psychology.

BPSY 586 - Applied Research in Substance Abuse. (3) (Prereq: consent of instructor) Pharmacological, sociological, psychological, medical, economic, forensic, and other relevant research and treatment disciplines.

BPSY 589 - Selected Topics in Psychology. (3) Course content varies and will be announced in the schedule of classes by suffix and title.

BPSY 598, 599 - Individual Research. (3) (Prereq: 15 hours of psychology and consent of instructor) Planning and execution of supervised research in psychology. Approved contract required.

Religious Studies (BRLG)

BRLG 110 - Introduction to Religious Studies. (3) An introduction to the methods of religious inquiry and to the beliefs and practices of major religious traditions.

BRLG 111 - Biblical History and Literature. (3) A brief introduction to contemporary study of the Bible, its historical background, writing, and transmission, its principal persons, events, and ideas, and their significance for the present time.

BRLG 114 - Religion and Culture. (3) The impact of religion on modern Western culture, and of culture on religion. Selected topics: Holocaust, Freud, love, evil, puritanism, fundamentalism.

BRLG 201 - Biblical History and Literature. (3) A brief introduction to contemporary study of the Bible, its historical background, writing, and transmission, its principal persons, events, and ideas, and their significance for the present time.

BRLG 202 - Introduction to Reason and Faith. (3) Historical and systematic introduction to theology; the search for balance between belief and reason; contemporary developments.

BRLG 203 - Comparative Religion. (3) The religious experience of varied persons and groups, East and West, in traditional and contemporary settings.

BRLG 301 - Old Testament. (3) A critical study of the literature of the Old Testament emphasizing its historical development and meaning in the life of ancient Israel.

BRLG 302 - New Testament. (3) A historical and critical study of the origin, structure, and transmission of the New Testament writings 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.

BRLG 311 - The Mission and Message of Jesus. (3) An analysis of the historical and social setting of the Gospels designed to afford the student a fuller understanding of Jesus and his mission.

BRLG 312 - The Life and Letters of Paul. (3) A critical study in the life and thought of Paul, his letters to the early Christian churches, his role in the expansion of the Christian movement, and his continuing influence today.

BRLG 335 - Christian Ethics. (3) Basic Christian teachings concerning human nature and conduct; historical foundations and contemporary applications.

BRLG 360 - Anthropology of Magic and Religion. {=BANT 352} (3) A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession.

BRLG 361 - Psychology of Religion. {=BPSY 320} (3) The development of the religious consciousness and its various expressions, the psychological dynamics of growth and conversion, response to crisis, and the relation

of spiritual practice to health and wholeness.

Sociology (BSOC)

BSOC 101 - Introductory Sociology. (3) An introduction to sociological facts and principles: an analysis of group-making processes and products.

BSOC 220 - Elementary Statistics for Sociologists. (3) An introduction to concepts and application of quantitative methods, including descriptive and inferential statistics. Emphasis on analysis of empirical sociological data.

BSOC 300 - Social Structures. (3) (Prereq: BSOC 220 or equivalent course in quantitative methods) Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to social structures.

BSOC 301 - Sociology of Sex Roles. (3) Theories, methods, and substantive issues in a sociological approach to sex roles. Topics usually include sex role expectations and socialization in contemporary societies, sub-cultural and social class variations, and structural and institutional factors.

BSOC 304 - Race, Class, Gender, and Sexuality. {=BPOL 305} (3) Historical and contemporary power relationships in race, social class, gender, and sexual orientation.

BSOC 305 - Sociology of the Family. (3) Sociological perspectives related to various aspects of family behaviors, roles, and values.

BSOC 307 - Sociology of Religion. (3) Sociological perspectives related to selected aspects of religious behavior. Includes references to non-Western religions.

BSOC 308 - Community Organization. (3) An analysis of formal and informal organization, the interrelationships among public and private agencies, and means through which community action programs are initiated, coordinated, and maintained.

BSOC 309 - An Introduction to Social Inequality. (3) A sociological analysis of the distribution of wealth and income in selected societies.

BSOC 310 - Social Demography. (3) (Prereq: BSOC 220 or equivalent course in quantitative methods) Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to population.

BSOC 311 - Ecology of Human Social Systems. (3) Relationships among and changes in populations, social organization, technology, and the environment.

BSOC 312 - Bureaucracy and Modern Society. (3) Bureaucracies in the public and private sector, their internal dynamics and relationship to the social environment.

BSOC 313 - Sociology of Aging. (3) Analysis of aging as a process of socialization and the status of older people in society, their roles in the community, demographic aspects of aging, and the impact of aging upon social institutions.

BSOC 315 - World Population: Problems and Policies. (3) World population growth and concomitant socioeconomic problems. Effectiveness of governmental policies concerned with population growth. Topics include over-population

BSOC 320 - Individual and Society. (3) (Prereq: BSOC 220 or equivalent course in quantitative methods) Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to the relations between the individual and society.

BSOC 322 - Sociology of Suicide. (3) An introductory survey of the social aspects of suicidal behaviors and attitudes.

BSOC 323 - Sociology of Deviant Behavior. (3) Theories, methodology, and substantive issues in the study of social deviance.

BSOC 325 - Sociology of Childhood. (3) A consideration of the child in the family group, play group, school group, and community.

BSOC 326 - Sociology of Adolescence. (3) Sociological perspectives and research findings related to adolescence.

BSOC 330 - Sociology of the Paranormal. (3) (Prereq: BSOC 101 or permission of instructor) A critical examination of factors that lead to the widespread acceptance of paranormal claims.

BSOC 340 - Introduction to Social Problems. (3) 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 relations, world population crises, and work problems.

BSOC 341 - Sociology of Death and Dying. (3) The social and psychological processes of dying; community reactions to death; social institutions for resolving death problems.

BSOC 345 - Utopian Societies. (3) Utopian societies and experiments in light of sociological knowledge and theory.

BSOC 350 - Sociology of Delinquent Youth Behavior. {=BCRJ 351} (3) Social factors in the development, identification, and treatment of delinquents.

BSOC 351 - Urban Sociology. (3) Analysis of urban trends, characteristics, and functions of cities with reference to the social psychological factors in urban living. Attention is directed to the emergence of urbanism in the United States, with particular reference to the Southern region, and to institutions, problems, and city planning.

BSOC 352 - The Sociology of Literature. (3) (Prereq: BSOC 101) Social factors in the production and reception of literature. Theories, methods, and substantive issues in a sociological approach to literature.

BSOC 353 - Sociology of Crime. {=BCRJ 341} (3) Social factors in the development, identification, and treatment of criminals.

BSOC 354 - Collective Behavior. (3) An analysis of crowds, publics, social movements, and the mass society in terms of their institutional and social psychological consequences.

BSOC 355 - Minority Group Relations. (3) 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.

BSOC 357 - Sociology of Education. {=BEFN 357} (3) Analysis of educational institutions, organizations, processes, and their effects in contemporary society.

BSOC 360 - Sociology of Medicine and Health. (3) Social factors in health, illness, and medicine in contemporary society.

BSOC 362 - Sociology of Disability. (3) Social dynamics of disability and the implications for society.

BSOC 365 - Sociology of Leisure. (3) Analysis of the nature, types, and socio-demographic correlates of leisure behavior in American life; interrelationships between work and leisure; includes a critical survey of popular culture and recreation activities.

BSOC 370 - Sociology of Sport. (3) Theories, methods, and substantive issues in the study of sport in contemporary societies.

BSOC 375 - Public Opinion and Changing American Institutions. (3) Survey research processes, interpretations, and analyses of major trends in public opinion since World War II.

BSOC 398 - Topics in Sociology. (3) Reading and research on selected sociological topics. Course content varies and will be announced in the schedule of classes by suffix and title.

BSOC 399 - Independent Study. (3-6) (Prereq: consent of instructor) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BSOC 460 - Sociology of Mental Health. (3) Social factors in the development, identification, and treatment of mental illness.

BSOC 496 - Sociological Theory. (3) Theoretical perspectives on society and social behavior.

BSOC 497 - Sociological Research Methods. (4) (Prereq: BSOC 220 and consent of instructor) Critical analysis of major methods used in the conduct of social science general problems of research design. Two lecture hours and two laboratory hours per week.

BSOC 498 - Research Seminar. (3) (Prereq: BSOC 496 and 497; senior standing, and consent of instructor) Utilization of theoretical, methodological, and substantive knowledge in design and execution of a sociological study.

BSOC 500 - Social Networks. (3) (Prereq: BSOC 300 or consent of instructor) Analysis of personal, social and organizational networks, their structural patterns, practical consequences, and principles of formation and change.

BSOC 501 - Cities and Politics. (3) (Prereq: BSOC 300 or consent of instructor) The social forces, contemporary and historical, that form the present urban political system.

BSOC 502 - Political Sociology. (3) (Prereq: BSOC 300 or consent of instructor) Theory and research concerning the interrelationship between the polity and social structures.

BSOC 503 - Family and Social Stratification. (3) (Prereq: BSOC 300 or consent of instructor) An analysis of the contemporary American family emphasizing social stratification, mobility, occupations, and urbanization.

BSOC 504 - Social Stratification. (3) (Prereq: BSOC 300 or consent of instructor) Theory and research in social stratification.

BSOC 505 - Social Structures in Communities. (3) (Prereq: BSOC 300 or consent of instructor) Interrelationships of major social structures within communities.

BSOC 506 - Social Organizations. (3) (Prereq: BSOC 300 or consent of advisor) Selected theoretical orientation, methodological procedures, and illustrative substantive issues pertaining to organizations.

BSOC 507 - Sociology of Social Control. (3) (Prereq: BSOC 300 or consent of instructor) Early and contemporary theories, methods, and issues relating to conformity in human interaction.

BSOC 508 - Freedom and Determination. (3) (Prereq: BSOC 300 or consent of instructor) Sociological theories of voluntarism and determinism.

BSOC 509 - Advanced Social Structures. (3) (Prereq: BSOC 300) The analysis of core methodological and substantive issues in the study of social structures.

BSOC 510 - Human Fertility. (3) (Prereq: BSOC 310) Social influences on patterns of reproduction, impact of public policies, and social consequences of fertility variations.

BSOC 511 - Human Mortality. (3) (Prereq: BSOC 310) Changing patterns of death in society, social forces determining mortality, and societal reactions to mortality trends.

BSOC 512 - Internal and International Migration. (3) (Prereq: BSOC 310 or consent of instructor) A survey of methods of analysis and research findings with emphasis on the social and economic concomitants of internal migration. Cultural, economic, and historical aspects of international migration. Effects of governmental policies on immigration and emigration. Examination of selected countries.

BSOC 513 - Demographic Aspects of the Life Cycle. (3) (Prereq: BSOC 310 or consent of instructor) Theoretical, methodological, and substantive issues in the demographic analysis of life cycle phenomena, including marriage, education, labor force participation, occupational choice, and retirement.

BSOC 514 - Urbanization. (3) (Prereq: BSOC 310 or consent of instructor) Analysis of urbanization using contemporary and historical data from developing societies. The demographic components of metropolitan growth and the changing structure of metropolitan communities.

BSOC 520 - Social Behaviorism. (3) (Prereq: BSOC 320 or consent of instructor) Current theory and research relating to social interaction, communication, group structure, and social control.

BSOC 521 - Small Group Analysis. (3) (Prereq: BSOC 320 or consent of instructor) A behavioral analysis of small groups.

BSOC 522 - Power and Authority Structures in Groups. (3) (Prereq: BSOC 320 or consent of instructor) An exploration of theoretical perspectives, methodological approaches, and substantive issues in the study of interpersonal power and authority.

BSOC 523 - Social Processes of Deviance Control. (3) (Prereq: BSOC 320 or consent of instructor) A systematic analysis of the interrelation among the creation, involvement, recognition, and control of deviance.

BSOC 524 - Interpersonal Behavior in Families. (3) Social psychological perspectives on family behavior.

BSOC 525 - Selves and Social Transaction. (3) (Prereq: BSOC 320 or consent of instructor) A systematic analysis of interrelationships among social acts, selves, roles, transactions, and language.

BSOC 526 - Social Attitudes. (3) (Prereq: BSOC 320 or consent of instructor) Analysis of the formation, organization, measurement, and effects of social attitudes including the relationship between attitudes and behavior.

BSOC 540 - Sociology of Law. (3) (Prereq: BSOC 300 or consent of instructor) Review of theoretical and empirical developments in the sociology of law, including classical and modern sociological theories of law and selected sociological themes of law in various social settings.

BSOC 550 - Sociology of Science. (3) Interrelationships among society, culture, and contemporary science.

BSOC 557 - Sociology of Education and Inequality. (3) (Prereq: BSOC 320 or consent of instructor) Advanced inquiry into the relationship between education and inequality.

BSOC 598 - Selected Topics. (3) Readings and research on selected sociological topics. Course and content varies and will be announced in the schedule of classes by suffix and title.

BSOC 698 - Special Topics. (3) Reading and research.

Speech (BSPC)

BSPC 140 - Public Communication. (3) Public speaking and the principles and criticism of oral public communication, to include performance by students.

BPSC 201 - Interpersonal Communication. (3) This course presents basic concepts for understanding communication in interpersonal relationships. It combines a theoretical approach with a skills approach to the study of interpersonal communication.

BSPC 230 - Business and Professional Speaking. (3) Fundamentals of oral communication within business and professional settings. Includes performance.

BSPC 260 - Argumentation and Debate. (3) Preparing and delivering the debate. Academic debate serves as a model.

BSPC 340 - Oral Interpretation of Literature. {=BTHE 340} (3) A course designed to give an understanding of the principles involved in extracting meaning from the printed page and the oral presentation of that meaning in a lucid and stimulating manner.

BSPC 343 - Classroom Communication. (3) (Prereq: BSPC 140) This course is designed for prospective teachers/trainers in all disciplines, at all levels. This course provides students both a cognitive and experiential understanding of the role of communication in the classroom.

BSPC 345 - Storytelling in Contexts. (3) (Prereq: BSPC 140) This course analyzes the role of storytelling in everyday life. A variety of contexts will be examined and students will study storytelling techniques and use these to tell stories.

BSPC 450 - Intercultural Communication. (3) (Prereq: BSPC 140) This course seeks to encourage an appreciation of cultural variations and awareness of the degree to which perceptions limit understanding of other cultures and hamper communication, to develop an understanding of variables key to intercultural communication, and the relationship of communication and culture.

BSPC 389 - Small Group Communication. (3) The development of the attitudes, skills, and knowledge of methods of effective participation in discussion in conferences, committees, and other small groups.

BSPC 399 - Independent Study and Research. (3-6) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

Statistics (BSTA)

BSTA 110 - Introduction to Descriptive Statistics. (3) Computational and graphical techniques for organizing and presenting statistical data. Sample mean and sample variance, cross tabulation of categorical data, correlation and simple linear regression, quality control charts, statistical software.

BSTA 201 - Elementary Statistics. (3) (Prereq: BMTH 111 or 115 or BSTA 110, or consent of department) An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, probability, random sampling, tests of hypothesis, estimation, simple linear regression, and correlation.

BSTA 202 - Elementary Statistics Laboratory. (1) NOTE: (Prereq: or coreq: BSTA 201 or STAT 515) Experiments which illustrate important concepts of elementary statistics. Two laboratory hours per week

Theatre (BTHE)

BTHE 170 - Fundamentals of Acting. (3) The techniques of body and voice control; improvisations; interpretation of characters: characterization applied in scenes.

BTHE 172 - Basic Stage Makeup. (1) The study and application of the principles of the art of makeup for the theatre.

BTHE 200 - Understanding and Appreciation of Theatre. (3) An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.

BTHE 219 - Introduction to Theatre Laboratory. (1) Study of health, safety, and other laboratory procedures in preparation for participation in scenic, lighting, costume, promotions, and performance labs. May not be repeated for credit.

BTHE 220 - Theatre Laboratory. (1) (Prereq: BTHE 219) Supervised participation in theatre production. No formal class meetings. May be repeated for credit, but no more than four credits may be applied toward the departmental major.

BTHE 253 - Scenic Technology. (3) A beginning course in the principles and practice of scenic technology.

BTHE 280 - Introductory Theatre Design. (3) Basic principles of design in scenery, costumes, and lighting. related topics include play analysis, creative and visual thinking, and graphic representation.

BTHE 283 - Introduction to Theatre Sound Design. (3) Introduces the students to the basic principles of sound design and technology. Related topics include physics of sound, use and maintenance of equipment, script analysis, and creative thinking.

BTHE 288 - Introduction to Stage Lighting. (3) Principles and practices of theatrical lighting design. Course not available for major credit.

BTHE 340 - Oral Interpretation of Literature. {=BSPC 340} (3) A course designed to give an understanding of the principles involved in extracting meaning from the printed page and the oral presentation of that meaning in a lucid and stimulating manner.

BTHE 370 - Intermediate Acting. (3) (Prereq: BTHE 170) A continuation of BTHE 170.

BTHE 399 - Independent Study and Research. (3-6) Contract approved by instructor, advisor, and department chair is required for undergraduate students.

BTHE 472 - Cinema. (3) An investigation into the aesthetics of cinema. (Prerequisites: BENG 101 and BENG 102)

BTHE 472L - Cinema Lab. (0) Required viewing for BTHE 472.

BTHE 481 - History of Cinema II. {=BENG 475 and BARH 366} (3) Survey of the international cinema from 1945 to the present.

BTHE 561 - History of the Theatre I. (3) A survey of plays, playwrights, actors, production, and the physical development of theatres from the time of the Greeks to 1660; reading of representative plays required.

BTHE 562 - History of the Theatre II. (3) A survey of plays, playwrights, actors, production, and the physical development of theatres from 1660 to the present; reading of representative plays required.

BTHE 565 - African American Theatre. (3) The major movements, figures, plays, and critical strategies that have marked the development of African American theatre in the 19th, 20th, and 21st centuries.

BTHE 578 - Play Direction I. (3) (Prereq: BTHE 170, 370, and 556 or 588) A study of the principles, procedures and practice of stage direction, with the selection, analysis, casting, and rehearsal of a one-act play to be presented in the laboratory theatre.

BTHE 579 - Play Direction II. (3) (Prereq: BTHE 578) A continuation of BTHE 578.

University (BUNV)

BUNV 101 - The Student in the University. (3) The purposes of higher education and potential roles of the student within the university. Open to freshmen. Also open to other undergraduate students in their first semester of enrollment.

BUNV 201 - Fundamentals of Inquiry. (3) Introduction to the historical foundations, ethics, essential components, and methodologies of inquiry within specified academic disciplines.

FACULTY

Adoboli, Kwaku, Lecturer, International Studies, M.A., University of South Carolina
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