

TABLE OF CONTENTS

University of South Carolina Beaufort

History	4
Mission Statement	5
University Goals	5
Accreditation	6

Admission

Freshman Admission	8
International Admission	10
Non-Degree Candidate Admission	12
Concurrent/Dual Enrollment	13
Non-Traditional Students (Adult Learners).....	13
Provisional Admission.....	14
Admission of Students Suspended from Other Institutions	14
Readmission of Former Students.....	14
Senior Citizen Admission.....	15
Summer Admission	15
Transfer Admission	15
Transfer: State Policies & Procedures	18
Additional Credit	19

Financial Aid/VA and Scholarships

How to Apply For Financial Aid.....	25
Financial Aid Policies.....	26
Satisfactory Academic Progress (SAP)	27
Academic Scholarships.....	29
New Sources of State Summer Aid	33
Grants	33
Employment	34
Loans	35
Return of Title IV Funds Policy	36
Entitlements.....	37

Tuition, Fees and Refunds

Fee Payment	40
Resident Status	40
Definitions of Terms.....	40
Citizens and Permanent Residents.....	41
Proof of Residency	45
Academic Fees, Fines, and Definitions	46
Withdrawal Refund Policies.....	47

Student Development

Purpose Statement.....	51
Campus Housing.....	51
Codes of Conduct.....	51
Club Sports, Fitness, Intramurals.....	52
Orientation	52
Student Activities.....	52
Student Government Association	53
Student Clubs and Organizations.....	53
Student Grievance Policies and Procedures.....	56
Student Support Services	64

Student Awards and Recognition..... 66

University Affiliations 68

Publications 70

Safety

Reporting a Crime/Incident	71
Campus Facilities Policies	71
Fire Procedures	71
Emergency Procedures	71
Local Law Enforcement and Community Resource Contacts.....	71

Academic Regulations and Policies

Academic Assessment	72
Academic Probation and Suspension.....	74
Academic Forgiveness.....	75
Academic Honors	76
Changes in Registration.....	78
Degree Regulations.....	81
Final Examinations	82
Grading	83
Graduation	86
Notification of Student Rights under FERPA....	88
Transcripts	89
University 101.....	90

Academic Support

Student Success Center.....	91
Shark's Cove Bookstore	92
Information Technology Services & Support	93
Libraries.....	94

Degree Programs

Advising Tracks.....	96
Certificate Programs	97
Cognates	98
Concentrations.....	98
Minors.....	98
General Education Requirements	101
Programs of Study	103

School of Humanities & Social Sciences 104

Department of English, Theater & Interdisciplinary Studies

English (BA)	107
English, with Secondary English Language Arts Licensure (BA)	111
Interdisciplinary Studies (BA)	115

Department of Visual Art & Design

Studio Art (BA).....	118
----------------------	-----

Department of Humanities

History (BA)	121
--------------------	-----

Department of Social Sciences

Communication Studies (BA)	124
Human Services (BS).....	127
Psychology (BA).....	131
Sociology (BA)	134

School of Science & Mathematics..... 136

Department of Computer Science

Computational Science (BS).....	138
---------------------------------	-----

Department of Mathematics

Mathematics (BS)	141
------------------------	-----

Department of Natural Sciences

Biology (BS)	145
Secondary Teacher Education Biology (BS)	148

School of the Professions 152

Department of Business Administration

Business Administration (BS).....	155
-----------------------------------	-----

Department of Education

Early Childhood Education (BA).....	158
Elementary Education (BA).....	162

Department of Hospitality Management

Hospitality Management (BS).....	166
----------------------------------	-----

Department of Nursing & Health Professions

Public Health (BS)	169
Nursing (BS)	172

Military Degree Programs

Academic Programs.....	179
Military Student Services	181

Course Descriptions

ACCT	184
AFAM.....	184
ANTH.....	184
ARTE	185
ARTH	185
ARTS	185
ASTR	187
BADM	187
BIOL	188
CHEM.....	191
COMM.....	191
CPLT	193
CSCI	194
CSXE	195
ECON	196
EDCI	196
EDEC	197
EDEL	197
EDEX	198
EDFO	198
EDPY	198
EDRD	198
ELCT	199
ENGL	199
ENGR	202
FREN	202
GEOG	203
GLST	203
HIST	203
HMSV	205
HPRO	206
HRTM.....	208
IDST	210
LING	211
MART.....	211
MATH.....	212
MGMT.....	213
MGSC.....	214
MKTG.....	215
MSCI.....	215
MUSC.....	215
NURS.....	215
PEDU	217
PHIL	218
PHYS	219
POLI	220
PSYC	220
RELG	222
SOCY	222
SPAN	224
STAT	225
THEA	225
UNIV	226

University Officials..... 228

University Faculty 229

PREFACE

This Bulletin is for information purposes only and does not constitute any contractual agreement between the 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 or Chancellor, such changes are in the best interest of the students and the University. Please note that not all listed courses are available every semester; check the appropriate term class schedule for availability. As a rule, courses that are not offered for three years are removed from the Bulletin and placed in abeyance.

Which Bulletin Should You Use?

On August 1st the University Bulletin of record for an academic year is “frozen” to establish the guidelines and regulations under which each incoming class matriculates.

You may choose to earn a degree in accordance with the curricular requirements in force at the time you first enroll as a degree-seeking student or those of a subsequent Bulletin. Students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific bulletin. However, your choice is restricted to a specific bulletin and the curricular requirements described therein. If your enrollment is interrupted an absence of more than three years, you will be subject to the curricular requirements in force at the time of return. Under no circumstances will students be allowed to appeal short-lived rules and regulations which were adopted and abandoned during the period of their absence.

UNIVERSITY OF SOUTH CAROLINA BEAUFORT

History

The University of South Carolina Beaufort, a comprehensive university in the state's flagship public university system, brings the University of South Carolina's statewide mission of teaching, research and public service to the Lowcountry of South Carolina. USCB offers baccalaureate degrees that respond to regional needs, draw upon regional strengths and prepare graduates to contribute successfully in communities locally and around the globe. The curriculum promotes acquisition of knowledge and the intellectual dispositions and skills that encourage depth of understanding, tolerance of others and individual accountability. With the commitment of Beaufort and Jasper counties, local donors and public-private partnerships, USCB has deepened its service to the Sea Islands region.

Through Beaufort College, USCB continues one of the oldest traditions of higher education in the nation. In 1795, Beaufort College was chartered by the South Carolina Legislature and authorized to confer degrees in the liberal arts or sciences "usually conferred in other colleges in Europe and America." Four valedictorians of the South Carolina College (precursor to the University of South Carolina) and two valedictorians at Harvard came from Beaufort College.

Beaufort underwent a profound social revolution during the Civil War, which closed the college. The Beaufort College Building housed the Freedmen's Bureau, which brought public education to newly freed slaves from 1865 to 1873.

State and University leaders began discussing ways to increase access to university education in the 1950s, and, in 1959, the Beaufort College Building welcomed 57 students to the University of South Carolina Beaufort, a two-year campus in the USC system.

USCB developed an eight-acre campus on the waterfront in Beaufort's historic district—constructing buildings, renovating a former elementary school and purchasing historic properties. In 2000, the 1852 Beaufort College Building was restored to its antebellum vision. The Barnwell House, Berean Presbyterian Church, Grace White House and Sea Islands Center were purchased and renovated in the ensuing years. The University began offering classes on Hilton Head Island in 1985. By the late 1980s, students pursued baccalaureate degrees in several fields through USC Aiken and USC Columbia cooperative programs.

In 1994, International Paper donated 80 acres near Hilton Head Island. In 1999, Dean Jane T. Upshaw began a campaign for USCB to become a baccalaureate university. With the support of the community, including Beaufort County Council, faculty, staff, students, the Beaufort-Jasper Higher Education Commission and the Trustees of the College of Beaufort, USCB was approved to seek baccalaureate accreditation in 2002.

In August 2004, USCB opened as South Carolina's newest accredited four-year university and the first building opened on the new, 200-acre Bluffton campus. Over time, the science building, a high-tech library, on-campus housing, the center and the recreation center followed. Degree programs tripled as USCB launched its B.S. in Nursing in new, state-of-the-art facilities—with support from Hilton Head Regional Healthcare, Beaufort Memorial Hospital, the Community Foundation of the Lowcountry and local donors. A strategic initiative focusing the Beaufort campus on the arts began with the B.A. in Studio Art in the spring of 2010. The B.S. in Computational Science was launched in the fall of 2010. USCB Sand Shark athletics debuted, joined the NAIA Sun Conference and grew to compete in nine sports.

Over 2,000 students now pursue eighteen baccalaureate degrees and twenty-one minors. More than 1,400 members participate in the Osher Lifelong Learning Institute at USCB. The Festival Series, USCB's chamber music offering, celebrated its thirty-eighth season. In 2015, the Town of Hilton Head Island led an initiative to bring the USCB Hospitality Management degree to the Island. The purpose-built facility opened in November 2018.

The Lowcountry's 223-year commitment to university education has remained constant—while the University of South Carolina Beaufort has grown in response to the region's needs.

Mission

The University of South Carolina Beaufort (USCB) responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its mission of teaching, research, and service. USCB is a senior baccalaureate campus (1,400 to 3,000 students) of the state's largest public university. It offers degree programs in the arts, humanities, professions, and social and natural sciences delivered through on-site instruction and distance education, along with an active program of co-curricular activities and athletics. It serves a racially and culturally diverse student body, including military personnel, veterans and their dependents, and draws students from the South Carolina Lowcountry, from around the country, and from around the world. USCB enriches the quality of life for area residents of all ages through its academic programs, continuing education, artistic and cultural offerings, community outreach, collaborations with regional initiatives, and life-long learning opportunities.

Approved by Institutional Effectiveness Council - May 26, 2011

Approved by USCB Faculty - October 28, 2011

Approved by USCB Administrative Council - July 30, 2012

Amended and approved by USCB Faculty Senate - September 28, 2012

Amended version approved by USCB Administrative Council - October 8, 2012

Approved by USCB Board of Trustees - December 18, 2012

Approved by South Carolina Commission on Higher Education - June 7, 2013

University Goals

Academic Excellence

Expand and enhance the rigorous, experiential academic environment.

Student Success

Equip students for success within the university and beyond graduation.

Resourcefulness

Continually improve efficiency and effectiveness of services and processes to support the growth of the university.

Engagement and Partnerships

Expand and deepen partnerships with organizations whose mission, goals, and future are enhanced by alignment with the university mission.

Cultural Appreciation

Enhance the diversity and inclusivity of the University community.

Accreditation

Southern Association of Colleges and Schools Commission on Colleges

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

Academic Program Accreditation

The Department of Education

The Department of Education at the University of South Carolina Beaufort is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs in the Department of Education at the University of South Carolina Beaufort. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Department of Nursing and Health Professions

The baccalaureate nursing program at the University of South Carolina Beaufort is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

ADMISSION

The Office of Admissions 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.uscb.edu/admissions/index.html.

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 USCB.

Priority Application Dates:

- Fall term: Mid-May
- Spring term: Late November
- Summer term: Two weeks prior to registration for the term

Application Deadlines:

- Fall term: July 1
- Spring term: December 1
- Summer term: May 1

General 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 courses. 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 non-refundable application fee specified on the application form. Application forms may be obtained from the USCB Office of Admissions or on the web at www.uscb.edu/admissions/index.html.

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.

Proof of Citizenship

USC students must present proof of citizenship or lawful presence in the U.S. before enrolling. This policy has been adopted by the University in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Verification of immigration status for non-citizens will be conducted by International student officials. For other students, a proof of citizenship verification process has been adopted to deter and prevent false claims of citizenship by unlawful aliens attempting to evade the eligibility requirements of section 59-101-430. Students who are not verified as citizens during the Federal financial aid application (FAFSA) process must present proof of citizenship in the form of one of the following acceptable documents:

- Copy of the South Carolina driver's license if the student first became a licensed driver in the state after January 1, 2002;
- A Certified Birth Certificate indicating that you were born in the United States or a territory of the United States.

- Current U.S. Passport or U.S. Passport that has not been expired more than 10 years;
- Certificate of Naturalization -- USCIS Form (N-550 or N-570);
- U.S. government issued Consular Report of Birth Abroad;
- Certificate of Citizenship (N-560 or N-561);
- The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event we have any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable.

Selecting a Major

The college experience provides an opportunity for exploration of many disciplines and fields of study. Therefore, students are not required to select a major 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 career services office. Students who wish to declare a major in Early Childhood Education, Elementary Education, Interdisciplinary Studies or Nursing require special approval from the Department Chair. Admission to the University does not guarantee admission to an academic program.

Freshman Admission

Admission of freshman students is based on high school course selection, high school grade point average, and SAT and/or ACT scores.

Freshman applicants must submit:

- 1) Completed application
- 2) Non-refundable application fee
- 3) Official high school transcript complete up to the time of application
- 4) Official college entrance examination score reports (SAT and/or ACT)
- 5) Final high school transcript upon graduation

Assessment of Records

Required College Preparatory Curriculum

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 while in high school with units distributed among the following academic subjects:

- 1) English (4 units) – All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.
- 2) Mathematics (4 units) – These units must include Algebra I, Algebra II, and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.
- 3) Laboratory Science (3 units) – Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among biology, chemistry, physics, or earth science. The third unit may be from the same field as one of the first two units (biology, chemistry, physics, or earth science) or from any laboratory science for which biology, chemistry, physics and/or earth science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.
- 4) Social Science (3 units) – One unit of U.S. History, a half unit of Economics, and a half unit of Government are required. World History or Geography is strongly recommended.
- 5) Same World Language (2 units) – Two units with a heavy emphasis on language acquisition.

- 6) Fine Art (1 unit) – One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.
- 7) Electives (2 units) – Two units must be taken as electives. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which biology, chemistry, physics, or earth science is a prerequisite).
- 8) Physical Education/ROTC (1 unit) – One unit of physical education to include one semester of personal fitness and another semester in lifetime fitness. Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.

Total Units Required: 20

Academic Grade Point Average

In addition to successful completion of the above college preparatory curriculum, freshman applicants are evaluated based on weighted core grade point average and entrance examination scores. Freshman applicants are required to earn at least a 2.0 cumulative grade point average on the college preparatory curriculum. Students must submit a final high school transcript reflecting the successful completion of remaining courses in progress and date of graduation as soon as possible after completion of high school.

College Entrance Examinations (SAT/ACT Requirements)

Applicants are required to take and submit the college entrance examination scores (SAT or ACT) 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.

SAT Requirements:

- Test dates including March 2016 and beyond: Minimum of an 880 (Evidence-based Writing/Reading + Math combined)
- Test dates prior to March 2016: Minimum of at an 800 (Critical Reading + Math sections combined)

ACT Requirement:

- A minimum 17 composite score

Applicants over the age of 25 may not be required to submit entrance examination results; however, they should submit other credentials which give evidence of reasonable academic potential.

These factors will be used to determine the applicant's probability of completing the requirements for the desired degree. Applicants who meet these requirements may be admitted to USCB. Exception to admission requirements will be considered for applicants who present documentation to the Director of Admission for review and re-evaluation of the original decision.

Final High School Transcript

All offers of admission are tentative until an official and final high school transcript has been submitted to the admissions office. Final admission is based on the completion of the remaining college preparatory courses, final cumulative grade point average including the final courses, and graduation from high school.

Home-Schooled and High School Equivalency (GED) Admission for First Time Freshmen

The University does consider home-schooled students and students who have successfully completed a high school equivalency/GED program for admission to the university.

Home-schooled students should submit an official transcript from the home school association in which they are enrolled. Applicants that do not belong to a home school association are required to submit course descriptions for all credits in addition to an official transcript of their academic record.

High school equivalency or GED recipients should submit the official examination scores and proof of passing from the issuing agency, typically the department of education or its equivalent in the state where the student received the equivalency. Home-schooled and high school equivalency applicants under the age of 25 are required to submit official college entrance examination score reports for consideration.

International Admission

International Freshman Applicants

Freshmen applicants from other countries are required to submit:

- Official record of secondary school (high school) transcripts. All transcripts issued by the schools not located in the U.S. must be sent to a third party evaluation company and have an evaluation completed. Applicants can use either Josef Silny & Associates, World Education Service, or another credential evaluation service that is a member of the National Association of Credential Services (NACES).
- Test of English as a Foreign Language (TOEFL) scores (550 on the standard, 213 on the computer-based version or 77 on the internet-based TOEFL). This test is required for all international students except those whose native language is English. The following countries are exempt from the TOEFL requirement:
 - American Samoa
 - Australia
 - Bahamas
 - Barbados
 - Belize
 - Canada (NOTE: Quebec students must take the TOEFL)
 - Dominica
 - Grenada
 - Grand Cayman
 - Guyana
 - Ireland
 - Liberia
 - New Zealand
 - Sierra Leone
 - Trinidad/Tobago
 - United Kingdom
- College Entrance Examination Scores (SAT and/or ACT)
 - SAT Requirements
 - Test dates including March 2016 and beyond: Minimum of 880 (Evidence-based Writing/Reading and Math sections combined)
 - Test dates prior to March 2016: Minimum of 800 (Critical Reading and Math sections combined)
 - ACT Requirement
 - Minimum composite score of 17

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 the Bulletin under Transfer Admission. If the applicant has completed fewer than 30 semester hours of college-level work, s/he 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 United States 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, 213 on the computer-based version or 77 on the internet based TOEFL). 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 United States.
- If the applicant has attempted less than 30 semester hours of college level work the student must also submit:
 - Official high school records (if the high school is outside of the U.S. an evaluation of the high school grades need to be completed from a third party evaluation company)
 - College entrance examination (SAT and/or ACT) score reports
 - SAT Requirements:
 - Test dates including March 2016 and beyond: Minimum of 880 (Evidence-based Writing/Reading and Math sections combined)
 - Test dates prior to March 2016: Minimum of 800 (Critical Reading and Math sections combined)
 - ACT Requirement
 - A minimum composite score of 17
- Official high school records (if the high school is outside of the U.S. an evaluation of the high school grades need to be completed from a third party evaluation company)

Transfer students who have earned a degree or taken any courses in countries outside the United States must have an official transcript evaluated by one of the professional evaluation services listed below. Students may also have their transcript evaluated by any evaluation organization that is a member in good standing of the National Association of Credential Evaluation Services (NACES). This evaluation must be forwarded directly to the USCB Admissions Office from the evaluation service.

World Education Services, Inc.
P.O. Box 5087
Bowling Green Station
New York, NY 10274
Phone: 212-966-6311
FAX: 212-966-6395
Email: info@wes.org
[www.http://www.wes.org](http://www.wes.org)

Josef Silny & Assoc., Inc.
International Education Consultants
P.O. Box 248233
Coral Gables, FL 33124
Phone: 305-273-1616
FAX: 305-273-1338
Email: info@jsilny.com
www.http://www.jsilny.com

Educational Credential Evaluators, Inc.
P.O. Box 92970
Milwaukee, WI 53202
Phone: 414-289-3400
FAX: 414-289-3411
Email: eval@ece.org
www.http://www.ece.org

International Education Res. Foundation
P.O. Box 3665
Culver City, CA 90231
Phone: 310-258-9451
FAX: 310-342-7086
Email: info@ierf.org
www.http://www.ierf.org

National Association of Credential Evaluation Services (NACES): www.naces.org

Waiver of Foreign Language Requirement for Bilingual Speakers

Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB'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.

Non-Degree Candidate Admission

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

Non-Degree Admission for Professional Development or Personal Satisfaction

This category is for applicants who are not interested in earning a degree at USCB, but desire to take courses for professional development or personal satisfaction. A maximum of 30 semester hours may be earned in this category. Courses completed as special students carry full university credit; however, none of the hours are applicable to a degree until the student applies and qualifies for admission as a degree-seeking student. Non-degree applicants for this student segment are required to submit a transcript from the last postsecondary institution that they have attended. Applicants who have not attempted college coursework must submit an official, final high school transcript or GED examination results. Additional credentials may be required as determined by the university.

Concurrent/Dual Enrollment for High School Students

Concurrent Admission is a program offered by USCB to qualified 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
- Minimum GPA of 3.0 grade point average (on a 4.0 scale)
- Approval from student's high school (Principal or Guidance Counselor)
- Entrance exam scores (SAT I or ACT)
-

Students admitted to this program will be enrolled in regular college courses in general subject areas, chosen in consultation with the student, which will complement their high school program. Advising is available and it is highly encouraged that students make an appointment. An official notification of acceptance is issued by Admissions and is required for enrollment.

Transient Student Admission

Admission for one semester or summer school may be granted to students from other colleges and universities who wish to take courses with the university and transfer the credit back to their home institution. Transient applicants should submit a transient non-degree seeking application for admission and the transient agreement from their current college.

Audit (Non-Degree Seeking)

Non-degree applicants who wish to take university courses without earning credit may apply for admission as an audit student. Non-degree status limits students to 30 credit hours and does not guarantee future enrollment at USCB. Auditing is granted on a space-available basis only, and audited courses are assessed the same tuition and fees as courses for university credit. Once audited, a course may not be considered for credit.

Audit applicants are required to submit a transcript from the last postsecondary institution that they have attended. Applicants who have not attempted college coursework must submit an official, final high school transcript or GED examination results. Non-degree seeking students must submit the \$40 nonrefundable application fee, non-degree application, citizenship form, immunization form. Additional credentials may be required as determined by the university.

Applicants that are not eligible for other admission types are not eligible to audit courses.

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 student 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.

Non-Traditional Students (Adult Learners)

Non-traditional students at USCB are typically students who are 25 years of age or older who have been out of high school, for five years or more.

Admissions Requirements for Non-Traditional Students

Non-traditional students must submit the same credentials as other students (high school and college transcripts). Students over the age of 25 may not be required to submit SAT or ACT results.

Awarding Academic Credit

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, or submitting documents indicating educational experiences in the military. Appropriate policies that have been established by the University state that a maximum of 30 semester hours of non-traditional credit may be applied to a baccalaureate degree.

Provisional Admission

The University provides a transitional admission program for students who do not meet regular admission requirements, but demonstrate academic potential. Students admitted provisionally are required to earn a minimum 2.0 GPA the first enrollment term. Students meeting that requirement are then considered fully admitted.

Students who do not meet the stipulated requirement will not be allowed to continue enrollment after their initial semester. They may reapply for admission once they have earned a minimum 2.0 cumulative GPA at another college or university.

Admission of Students Suspended from Other Institutions

Students who have been suspended indefinitely from another college or university and wish to apply for admission to USCB must file a written appeal to the Admissions Appeals Committee. The appeal letter should be submitted directly to the Admissions Office.

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 or online 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.

Returning After a Suspension

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 an application for readmission if a major semester has been missed. A student will also need to submit a letter requesting petition for reinstatement.

A student on suspension is given an opportunity to reorder priorities and reassess his or her situation before returning. While serving suspension, a student may not be admitted to, or continue in, any academic program of the University. No student suspended from USCB for any reason may earn academic credit during the period of suspension, whether by residence elsewhere or by correspondence.

Priority application 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 degree or 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 full 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 Offices)*
- *Free Tuition Application for Senior Citizens (submit to the Bursar’s Office, along with a copy of the driver’s license)*
- *Citizenship Form*
- *Immunization Form*
- *\$40 Nonrefundable application*

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

Summer Admission

New 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/In-coming Transient Students

Students who wish to attend the University for the summer only should apply as transient student under the “Non-Degree Candidate” application. Students enrolled in degree programs in another college who wish to take summer courses at USCB as transients should submit a transient student form to the USCB registrar’s office from the school they plan to return to.

Transfer Admission

An applicant who has attempted one or more courses at another postsecondary college or university after graduating from high school is considered an applicant for transfer admission. Transfer applicants with fewer than 30 semester hours (45 quarter hours) of completed and transferrable college credit are required to meet both transfer and freshman admission requirements.

Transfer applicants for admission must submit:

- 1) A completed application*
- 2) Non-refundable application fee*
- 3) Complete, official transcript from each postsecondary institution where college coursework has been attempted through the time of application; these must be supplemented by final transcripts that reflect complete academic work prior to beginning classes*
- 4) If fewer than 30 semester hours (45 quarter hours) of completed and transferrable college credit have been earned at another postsecondary institution, the applicant must also submit an official high school transcript. Official college entrance examination scores (SAT and/or ACT) are also required for if the applicant is under 25 years of age.*

Transfer students are required to have a 2.0 cumulative GPA in all previous college level 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 or on line at <http://www.uscb.edu/admissions/how-to-apply/transfer-to-uscb/index.html>. Students must request and submit official transcripts from each previous academic institution. (Hand delivered transcripts or transcripts that say 'issued to student' will be considered unofficial, unless the admissions office receives it in a sealed envelope from the institution). 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.

As a rule, the University will only accept credits earned at a Council for Higher Education Accreditation (www.chea.org) member institution or those from institutions approved by the U.S. Department of Education.

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 remedial courses and pass/fail option courses.

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 Provost 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 s/he 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.

Where articulation agreements do not apply and there is some doubt about the appropriateness of a transfer course for general education credit, a decision will be rendered by the Director of General Education. Regardless of the point in an academic career at which students enter the University, all must comply with the In-Residence Requirements to complete their degree.

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 official 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.

In compliance with Southern Association of Colleges and Schools requirements, a minimum of 25% of credit hours must be earned at USCB.

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 Provost.

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.

In order to have military experience evaluated, students must attend as a "degree-seeking." The official record of Army, Coast Guard, Navy, and Marine Corps educational experiences is called a Joint Service Transcript. An official copy may be ordered at the Military Education Office where the service member is stationed or online: <https://jst.doded.mil>. Air Force personnel can order the official record through the Community College of the Air Force. Once the official Joint Service Transcript or Air Force transcript has been received, the Director of Military Programs will take appropriate steps to initiate the evaluation process. 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.

Courses completed at any institution while the student is suspended by the University will not be accepted toward a degree at USCB.

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

In 1995, the General Assembly passed Act 137, which stipulated further that the South Carolina Commission on Higher Education notwithstanding any other provision of law to the contrary, 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 86 Courses

The Statewide Articulation Agreement of 86 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/>

Articulation Agreements with Other Institutions

The purpose of an articulation agreement is to enhance further the cordial and cooperative relationship between USCB and technical colleges in South Carolina, Georgia, and international to further the purposes of scholarship, to provide a framework for students, and to provide an opportunity for graduates of technical colleges to transfer to USCB to earn a baccalaureate degree. Academic departments have articulation agreements with the following institutions:

DEPARTMENT	PROGRAM	ARTICULATING INSTITUTION
Education	Early Childhood Education Elementary Education	Technical College of the Lowcountry
Hospitality Management	Hospitality Management	Ogeechee Technical College Orangeburg-Calhoun Technical College Technical College of the Lowcountry USC Lancaster USC Sumter
Mathematics and Computational Science	Pre-engineering	USC College of Engineering and Computing
Nursing and Health Professions	Public Health	Orangeburg-Calhoun Technical College Palmetto College Campuses Technical College of the Lowcountry
	Nursing	Technical College of the Lowcountry
Social Sciences	Human Services	Greenville Technical College Florence-Darlington Technical College Horry-Georgetown Technical College Midlands Technical College Orangeburg-Calhoun Technical College Palmetto College Campuses

Additional Credit

College Board Advanced Placement (AP) Examinations

USCB 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).

<u>AP Exam Area</u>	<u>AP Score</u>	<u>Credit Earned</u>
American History	3	HIST B111
American History	4 or 5	HIST B111 and HIST B112
Art History	3	ARTH B101
Art History	4	ARTH B105
Art History	5	ARTH B105 and ARTH B106
Art Studio, 2-D	3, 4, or 5	ARTS B103
Art Studio, 3-D	3, 4, or 5	ARTS B104
Art Studio, Drawing	3, 4, or 5	ARTS B111
Biology	3	BIOL B101
Biology	4 or 5	BIOL B101 and BIOL B102
Chemistry	3	CHEM B111
Chemistry	4 or 5	CHEM B111 and CHEM B112
Chinese	3	CHIN 121
Chinese	4 or 5	CHIN 121 and CHIN 122
Comparative Government & Politics	3, 4, or 5	POLI B103C
Computer Science-A	3, 4, or 5	CSCI B145
Computer Science Principles	3, 4, or 5	CSCI B101
Economics-Macro	3, 4, or 5	ECON B222
Economics-Micro	3, 4, or 5	ECON B221
English Language and Composition	3 or 4	ENGL B101
English Language and Composition	5	ENGL B101 and ENGL B102
English Language and Literature	3 or 4	ENGL B101
English Language and Literature	5	ENGL B101 and ENGL B102
English Language and Composition AND English Language and Literature	3 or 4 (On Both)	ENGL B101 and ENGL B102
Environmental Science	3, 4, or 5	BIOL B270 and BIOL B270L
European History	3	HIST B101
European History	4 or 5	HIST B101 and HIST B102
French Language	3	FREN B101
French Language	4 or 5	FREN B101 and FREN B102
French Literature	3	FREN B101
French Literature	4 or 5	FREN B101 and FREN B102

French Language AND French Literature	3 (On Both)	FREN B101 and FREN B102
German	3	GERM B101
German	4 or 5	GERM B101 and GERM B102
Human Geography	3, 4, or 5	GEOG B121
Japanese	3	JAPA 121
Japanese	4 or 5	JAPA 121 and JAPA 122
Latin Virgil	3	LATN 121
Latin Virgil	4 or 5	LATN 121 and LATN 122
Mathematics-Calculus AB	3, 4, or 5	MATH B141
Mathematics-Calculus BC	3, 4, or 5	MATH B141 and MATH B142
Music Theory	3	MUSC B115
Music Theory	4	MUSC B115 and MUSC B117
Music Theory	5	MUSC B115, B116, B117, and B118
Physics B	3	PHYS B201 and PHYS B201L
Physics B	4 or 5	PHYS B201, B201L, B202, and B202L
Physics C, Part I, Mechanics	3	PHYS B201 and PHYS B201L
Physics C, Part I, Mechanics	4 or 5	PHYS B211 and PHYS B211L
Physics C, Part II, Electricity & Magnetism	3	PHYS B202 and PHYS B202L
Physics C, Part II, Electricity & Magnetism	4 or 5	PHYS B212 and PHYS B212L
Psychology	3, 4, or 5	PSYC B101
Spanish Language	3	SPAN B101
Spanish Language	4 or 5	SPAN B101 and SPAN B102
Spanish Literature	3	SPAN B101
Spanish Literature	4 or 5	SPAN B101 and SPAN B102
Spanish Language AND Spanish Literature	3 (On Both)	SPAN B101 and SPAN B102
Statistics	3 or 4	STAT B110
Statistics	5	STAT B110 and STAT B201
US Government & Politics	3, 4, or 5	POLI B201
World History	3, 4, or 5	HIST B115

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

International Baccalaureate (IB) Policy

USCB 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, One University Boulevard, Bluffton SC 29909.

<u>IB Exam Area</u>	<u>IB Score</u>	<u>Credit Earned</u>
Biology	4	BIOL B101
Biology	5, 6 or 7	BIOL B101 and BIOL B102
Business & Management	4	BADM B371
Business & Management	5, 6, or 7	BADM B371 and BADM B376
Chemistry	4	CHEM B111
Chemistry	5, 6, or 7	CHEM B111 and CHEM B112
Computing Studies	4	CSCI B145 and CSCI B210
Computing Studies	5, 6, or 7	CSCI B145, B146, and B212
Economics	4	ECON B221
Economics	5, 6, or 7	ECON B222
English A Literature OR English A Language & Literature	4 (on either)	ENGL B101
English A Literature OR English A Language & Literature	5, 6, or 7 (on either or both)	ENGL B101 and ENGL B102
English A1	5, 6, or 7	ENGL B101 and ENGL B102
French B*	4 or 5	FREN B101 and FREN B102
French B*	6 or 7	FREN B201 and FREN B202
Latin B**		
Mandarin B**		
Spanish B*	4 or 5	SPAN B201
Spanish B*	6 or 7	SPAN B201 and SPAN B202
Geography	4, 5, 6, or 7	GEOG B103
German B*	4 or 5	GERM B201
German B*	6 or 7	GERM B201 and GERM B202

History	4, 5, 6, or 7	HIST B102 and HIST B112
Italian B*	4 or 5	ITAL 122 and 221
Italian B*	6 or 7	ITAL 221 and ITAL 222
Mathematics	4	MATH B141
Mathematics	5, 6, or 7	MATH B141 and MATH B142
Music	4	MUSC B115
Music	5, 6, or 7	MUSC B115 and MUSC B116
Physics	4	PHYS B201 and PHYS B201L
Physics	5, 6, or 7	PHYS B201, B201L, B202, and B202L
Psychology	4, 5, 6, or 7	PSYC B101
Social Anthropology	4, 5, 6, or 7	ANTH B102
Theatre Arts	4, 5, 6, or 7	THEA B200
Visual Arts	4	ARTS B103
Visual Arts	5, 6, or 7	ARTS B103 and ARTS B104

* Students scoring 4 or higher on any higher level IB foreign-language examination are not required to take the University's placement; lower scores, however will require the placement test. Students receiving credit through IB foreign-language examinations may not receive additional advanced-standing credit for 100-level courses.

** Scores of 4 or above are reviewed on a case-by-case basis and include an oral interview.

College Level Examination Program (CLEP)

The University awards credit by examination to certain 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, One University Boulevard, Bluffton SC 29909.

<u>CLEP Exam</u>	<u>Minimum Score</u>	<u>Credit Earned</u>
<i>Business</i>		
Financial Accounting	50	ACCT B225
Info. Systems & Computer Applications	50	MGSC B290
Introduction to Business Law	50	BADM B324
Principles of Management	50	MGMT B371
Principles of Marketing	50	MKTG B350
<i>Composition and Literature</i>		
Analyzing/Interpreting Literature	50	ENGL B102 w/ satisfactory essay both sections scored by ETS
College Composition	50	ENGL B101 w/ satisfactory essay both sections

		scored by ETS
<i>World Languages</i>		
French Language, Level 1	50	FREN B101 and FREN B102
French Language, Level 2	59	FREN B101, B102, and either B201 or B202
Spanish Language, Level 1	50	SPAN B101 and SPAN B102
Spanish Language, Level 2	63	SPAN B101, B102, and either B201 or B202
<i>History and Social Sciences</i>		
American Government	50	POLI B201
History of the US I	50	HIST B112
History of the US II	50	HIST B111
Human Growth & Development	50	PSYC B209
Introductory Psychology	50	PSYC B101
Introductory Sociology	50	SOCY B101
Principles of Macroeconomics	50	ECON B222
Principles of Microeconomics	50	ECON B221
Western Civilizations I	50	HIST B102
Western Civilizations II	50	HIST B102
<i>Science and Mathematics</i>		
Biology	50-55	BIOL B101
Biology	56	BIOL B101 and BIOL B102
Chemistry	50	CHEM B111
College Algebra	50	MATH B111
College Mathematics	50	MATH B101
Pre-calculus	50	MATH B115
Calculus	50	MATH B141

Credit Granted for Educational Experiences in the Military

USCB recognizes the educational experiences and training which members of the armed forces receive during their time of service. 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 approval. For more information, contact the Director of Military Programs.

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.

FINANCIAL AID/VA AND SCHOLARSHIPS

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

General Information

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

More detailed information about the various financial assistance programs can be attained online at: <https://studentaid.ed.gov/sa/>

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.

How to Apply for Financial Aid

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

Submit the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. A new or renewal FAFSA is available each academic year (fall through summer) on October 1st online. If you have any questions, please contact our office at 843-521-3104 or 843-208-8000.

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 sent to all applicable students electronically via their USCB e-mail accounts.

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 priority deadline of April 15th.

Submitting a 2018-2019 FAFSA

Submit the Free Application for Federal Student Aid (FAFSA) online at <https://fafsa.gov/>. The FAFSA for the 2018-2019 academic year (AY) became available on October 1, 2017 and will require students/parents to report their **2016** tax information. All families eligible to use the IRS Data Retrieval System are encouraged to use this method to report their 2016 income tax data on the 2018-2019 FAFSA. If you have any questions, please contact our office at 843-521-3104 or 843-208-8000.

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 March 1st 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's 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 the student's account when appropriate.
11. Under certain circumstances, a student may be deemed ineligible to receive financial aid. These circumstances include: a) not making satisfactory academic progress (standards are listed below); b) being in default on a federal student loan; c) owing a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant; d) not demonstrating financial need; e) not enrolling in a degree-seeking program. If any of these conditions apply, feel free to contact the Financial Aid Office at USCB for additional clarification.

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress Requirements

Beginning July 1, 2011, Satisfactory Academic Progress (SAP) standards changed in accordance with Federal Regulations (34 CFR 668.34). All students who have completed a Free Application for Federal Student Aid (FAFSA) and wish to be considered for Federal, State and some private Aid must meet the criteria stated in this policy. Financial aid eligibility is based on satisfactory academic progress standards established by the University, pursuant to federal law, to ensure that all financial aid recipients progress towards degree completion. These new SAP standards were effective with the completion of the 2011-2012 academic year.

The Office of Financial Aid/VA monitors qualitative and quantitative standards for students after the end of the students' completion of the academic year. The academic year for Satisfactory Academic Progress (SAP) eligibility determination is comprised of the fall, spring, and summer terms. Students who do not complete classes enrolled in or fail to achieve the minimum standards for grade point average may lose their eligibility for all types of State, Federal and some private aid.

Qualitative Standard: Students must maintain a minimum cumulative **2.0 grade point average (GPA)**. Please note that while passing grades (P) are treated as completed units, they do not count in the GPA calculation.

Quantitative (Pace) Standard: Students must complete **67% of all hours attempted at USCB plus other hours** accepted for transfer by USCB regardless of whether federal financial aid was received. Please note the following:

- Courses in which a student receives a W, WF, I, U, NR, or F are counted as attempted hours, but not completed or earned hours. Only grades of A, B, C, D, S, and T are counted as attempted hours and hours earned. Students enrolled in audit courses (AUD) will not receive financial aid for these classes. Grades of W, NR, I, U, S, T and AUD are not used when computing GPA. Receiving grades of W, WF, I, U, NR, or F can negatively impact the percentage of completion.
- If a student **repeats** a course, both the original and the repeated courses will count toward attempted credit hours and earned credit hours.
- Transfer units will be counted in the completion rate as both attempted and earned hours provided they have been accepted by the University for degree credit.

Maximum Timeframe Standard

Students receiving financial aid must complete their program of study within a reasonable time frame. The maximum time frame is 150% of the published length of the academic program (to include transfer credit hours) regardless of whether financial aid was received.

We recommend that a student attempt to earn at least 30 hours per academic year (fall, spring, summer) in order to graduate in four years for programs that require 120 credit hours.

A student who changes majors or courses is still responsible for completing his degree in the maximum time frame established. Once the maximum time frame has been exceeded, financial aid eligibility ends even if the student is in compliance with the other two standards.

Failure to comply with any component above may result in a loss of financial aid eligibility.

Reinstatement of Financial Aid Eligibility

Failure to meet the above SAP standards will result in the loss of financial aid eligibility. If a student loses Federal, State and private aid eligibility because he is not making SAP Standards, he may regain eligibility in one of the following ways:

Appealing SAP Requirements

Students deemed ineligible would need to submit a written appeal if they had extenuating circumstances which prevented them from making satisfactory academic progress. Extenuating circumstances are considered to be significant life experiences that impacted a student's emotional and/or physical health so much that they were unable to make good academic progress. Documentation to support/verify the circumstances is required, but cannot be from family members, significant others, roommates, etc. Extenuating circumstances are defined as:

- Death (immediate family member)
- Personal Illness of student
- Immediate family member illness
- Divorce or separation
- Traumatic/Extraordinary Event (traumatic event does not include college adjustment issues, homesickness, problems w/roommate, problems w/faculty, staff or administration at college, difficult course load, dependent care allowance or transportation problems. This list is not exhaustive.)

The Satisfactory Academic Progress Appeal Committee (SAP) will review the appeal and determine whether the student is eligible for reinstatement of Federal, State and private aid. All decisions that are rendered by the Committee will be **final** and not subject to further review.

Appeals may be approved, denied or approved with stipulations. If an appeal is approved, the student is considered to be on Probation and may receive financial aid for only one payment period. At the end of that probationary payment period, the student must meet USCB's SAP standards or meet the requirements of an academic plan to qualify for future financial aid. Academic plans may be developed by the Financial Aid Director, Academic Advisors, or members of the SAP Committee. If a student fails to either regain regular SAP eligibility or meet the conditions of their academic plan, the student is placed on Financial Aid Suspension.

Non-Appealable Circumstances

If a student does not have extenuating circumstances or a valid reason, he may regain eligibility by completing one semester using his own resources at USCB with at least part-time enrollment (6.0 to 8.0 credits). Courses taken must be in student's degree program, and the student must earn a 2.5 GPA in all courses taken. ***Please note that a student does not regain eligibility for financial aid by sitting out a semester.***

Second Undergraduate Degree

A student who has completed the first undergraduate degree is required to appeal for additional aid eligibility when seeking a second undergraduate degree. No aid will be awarded or loan application certified until the completed appeal has been received, reviewed, and approved.

The student must explain in writing why he is seeking a second undergraduate degree or teacher certification, his career goals, and a timetable for completion of these goals. This appeal will also require documentation from the student's academic advisor indicating the number of credit hours needed to complete the second degree. If the appeal is successful, the student is granted up to four terms maximum of loans and scholarships if eligible. All decisions that are rendered by the Committee will be final and not subject to further review.

More detailed information regarding SAP Policies and Procedures can be obtained from the Office of Financial Aid.

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. Incoming freshmen and transfer students who have been **accepted** to the University are automatically considered for scholarships until funds are depleted. **The admission application serves as the scholarship application.**

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 or 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 LIFE cumulative grade point average by the end of the academic year (Fall, Spring, Summer). The LIFE GPA is the cumulative grade point average earned at all eligible public and independent institutions attended by the student (excluding remedial/developmental courses, non-degree credit courses for an associate degree or higher and continuing education courses).
- It is the student's responsibility to ensure that transcripts from all institutions attended are sent to the USCB Admission's Office by the beginning of each academic year (Fall semester). The LIFE GPA will be used to determine LIFE Scholarship eligibility only and will not be used to determine graduation eligibility or standing.
- Students who have earned a 3.0 LIFE GPA by the end of the Spring semester and choose to enroll in a Summer session(s) will NOT be eligible to receive the LIFE Scholarship if their LIFE GPA falls below a 3.0 at the end of the Summer session(s).

It is the student's responsibility to contact the Office of Financial Aid if s/he earns or regains eligibility. To determine eligibility, the student must meet the following general eligibility requirements.

- Graduate from a high school or complete a home school program as prescribed by law; Parents of home schooled students are encouraged to carefully investigate the requirements of the law before

graduation. Contact the SC Commission on Higher Education at (803) 737-2260 if you have questions or concerns about the home school association with which you are affiliated.

- Be a South Carolina resident at the time of high school graduation and at the time of college enrollment;
- You must have graduated from a South Carolina high school or graduated from a high school outside of South Carolina while a dependent of a parent or legal guardian who is a legal resident. If you graduated from a high school outside of South Carolina, you are expected to self-identify to the Office of Student Financial Aid/VA in order to be assured that you are not overlooked during the University's review of LIFE eligible students;
- Be a U.S. citizen or a permanent resident;
- Be enrolled as a full-time degree-seeking student;
- You must not have been judged delinquent, nor have been convicted or pled guilty or nolo contendere to any felony in any state;
- You must not have been convicted of any second or subsequent alcohol or drug-related misdemeanor in any state within the past academic year;
- Verify that s/he does not owe a refund or repayment on any federal or state financial aid; and
- Is not eligible for or is 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 Enhancement

In the 2007 Legislative Session, the South Carolina General Assembly passed legislation that increases the maximum award amounts for the LIFE and Palmetto Fellows Scholarships for students who are at least sophomores and who are majoring in math and science disciplines.

Students who satisfy the LIFE Scholarship requirements are currently awarded up to \$5,000 per year. Students meeting the requirements for the new LIFE Enhancement for majoring in the eligible math or science programs will receive up to \$7,500 per year beginning in their sophomore year.

Students must meet all of the following requirements:

- Meet all of the eligibility requirements at the end of each academic year for the LIFE Scholarship and be a recipient of the LIFE Scholarship at the time of disbursement.
- Be enrolled as a full-time, degree-seeking student in a declared major of math or science. USCB's eligible programs are Biology, Computational Science, Public Health, and Nursing.
- The student must be in his/her second, third or fourth year of full-time enrollment and in the eligible degree program.

Complete a total of at least fourteen credit hours of instruction in math, life and physical science courses w/a minimum of six hours in math and minimum six hours in life and physical science including one laboratory course by the end of the student's first academic year. (This requirement applies to all students including transfer students, sophomores, juniors and seniors).

For continued eligibility, students must meet the following criteria to renew the LIFE Scholarship Enhancement:

- Meet all eligibility requirements by law and regulation for the LIFE Scholarship and be a recipient of LIFE Scholarship funds at the time of LIFE Scholarship Enhancement disbursement;

- Be enrolled full-time at an eligible four-year public or independent institution as a declared major in an eligible math or science program.

Students may be eligible to receive the maximum number of terms of eligibility for a LIFE Scholarship Enhancement based on initial college enrollment (maximum of six terms of eligibility).

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. You may access further, more detailed information and other provisions on the South Carolina Commission on Higher Education's website CHE.sc.gov.

Appeals

If an extenuating circumstance has prevented a student from meeting the continuing eligibility requirements for the LIFE Scholarship, s/he has the option of requesting an appeal with the South Carolina Commission on Higher Education. Information and an appeal form are available on the Commission's website and the deadline for the 2018-2019 academic year is September 7, 2018.

South Carolina HOPE Scholarship

The SC HOPE Scholarship is a merit-based scholarship created for eligible students attending a four-year SC institution who do not qualify for the LIFE or Palmetto Fellows Scholarship. The program was established under the SC Education Lottery Act approved by the General Assembly in 2001. Funding for the program is dependent upon the annual proceeds generated by the SC Education Lottery.

Eligible students must have graduated from a South Carolina high school or South Carolina home school as prescribed by law with a 3.0 cumulative grade point average. Parents of home schooled students are encouraged to carefully investigate the requirements of the law before graduation. Contact the SC Commission on Higher Education at (803) 737-2260 with questions or concerns about the home school association with which you are affiliated.

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.

To access further, more detailed information and other provisions visit the South Carolina Commission on CHE.sc.gov.

Palmetto Fellows Scholarship

The Palmetto Fellows Scholarship Program is a merit-based scholarship program administered by the South Carolina Commission on Higher Education. The annual award amount for each Palmetto Fellow cannot exceed \$6,700 for the first academic year. The scholarship must be applied directly toward the cost of attendance, less any other gift aid received. Palmetto Fellows may be supported for a maximum of eight full-time semesters of study toward the first bachelor's degree at a participating four-year institution in South Carolina. The South Carolina Commission on Higher Education determines initial eligibility. Initial eligibility requirements can be viewed at CHE.sc.gov.

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. Any credit hours earned before high school graduation,

hours exempted by examination and advanced placement credit do not count towards the 30 hour requirement.

- Must earn a minimum 3.0 cumulative grade point average on a 4.0 scale by the end of the academic year (Fall, Spring, Summer).

To access further, more detailed information and other provisions visit the South Carolina Commission on Higher Education website CHE.sc.gov.

If the continued eligibility requirements are not maintained, you forfeit continued participation in the program and the scholarship will be discontinued. If the Palmetto Fellows Scholarship is discontinued, the student may be eligible to receive the LIFE Scholarship if s/he meets the program requirements.

Palmetto Fellows Scholarship Enhancement

In the 2007 Legislative Session, the South Carolina General Assembly passed legislation that increases the maximum award amounts for the LIFE and Palmetto Fellows Scholarships for students who are at least sophomores and who are majoring in math and science disciplines.

Students who satisfy the Palmetto Fellows Scholarship eligibility requirements are currently awarded up to \$6,700 per year for their freshman year; and new this year, sophomores and above will receive up to \$7,500 per year. Students meeting the eligibility requirements for the new Palmetto Fellows Scholarship Enhancement for majoring in the eligible math or science programs will receive up to \$10,000 per year beginning in their sophomore year.

Students must meet all of the following requirements:

- Meet all of the eligibility requirements at the end of each academic year for the Palmetto Fellows Scholarship and be a recipient of the Palmetto Fellows Scholarship at the time of disbursement.
- Be enrolled as a full-time, degree-seeking student in a declared major of math or science. USCB's eligible programs are Biology, Computational Science, Public Health, and Nursing.
- The student must be in his/her second, third or fourth year of full-time enrollment and in the eligible degree program.

Complete a total of at least fourteen credit hours of instruction in math, life and physical science courses w/a minimum of six hours in math and minimum six hours in life and physical science including one laboratory course by the end of the student's first academic year. (This requirement applies to all students including transfer students, sophomores, juniors and seniors).

For Continued Eligibility, students must meet the following criteria to renew the Palmetto Fellows Scholarship Enhancement:

- Meet all eligibility requirements by law and regulation for the Palmetto Fellows Scholarship and be a recipient of Palmetto Fellows Scholarship funds at the time of Palmetto Fellows Scholarship Enhancement disbursement.
- Be enrolled full-time at an eligible four-year public or independent institution as a declared major in a eligible math or science program.

Students may be eligible to receive the maximum number of terms of eligibility for a Palmetto Fellows Scholarship Enhancement based on initial college enrollment (maximum of six terms of eligibility).

Appeals

If an extenuating circumstance has prevented a student from meeting the continuing eligibility requirements for the Palmetto Fellows Scholarship, s/he has the option of requesting an appeal with the South Carolina Commission on Higher Education. Information and an appeal form are available on the Commission's website. The appeal deadline for the 2018-2019 academic year will be September 7, 2018.

New Sources of State Summer Aid

In 2015, the State of South Carolina introduced the Summer State Scholarship Program: Eligible LIFE and Palmetto Fellows scholarship recipients who are already on track for an early graduation may use 1 of their 8 semesters of scholarship eligibility in the summer as long as they enroll full-time and complete at least 12 attempted summer credit hours. Students earning the Hope Scholarship may also be eligible following the spring term of their first year.

Scholarship Eligibility Requirements:

A student who has been verified as meeting all general and continued eligibility requirements at the end of the spring semester is eligible to participate in Summer State Scholarship Program.

- **Palmetto Fellows Scholarship:** at the end of the spring semester, a recipient must:
 - Earn a cumulative 3.0 institutional GPA
 - Earn at least 30 credit hours of non-remedial coursework during the fall and spring terms, excluding AP, IB, Dual Enrollment, CLEP, or exempted credit hours.
 - A summer term cannot be a scholarship recipient's first term of enrollment.

- **LIFE Scholarship:** at the end of the spring semester, a recipient must:
 - Earn a cumulative 3.0 LIFE GPA
 - Earn an average of at least 30 credit hours of non-remedial coursework during the fall and spring terms, including AP, IB, Dual Enrollment, CLEP or exempted credit hours.
 - A summer term cannot be a scholarship recipient's first term of enrollment.

- **Hope Scholarship:** a Hope recipient who meets the continued eligibility requirement at the end of the spring semester will be determined to be a LIFE Scholarship recipient. Should the student decide to participate in the summer scholarship program, the student will follow the LIFE Scholarship recipient guidelines above.
Please note: Hope cannot be used in the summer term.

How to Apply

You will not automatically be awarded the State Scholarship in the summer; therefore, you must elect to use the Scholarship during the summer term. To apply, please contact the Financial Aid/VA Office.

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). Students 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.

Effective Fall 2012, a student's eligibility to receive a Pell Grant has been reduced from 18 full-time semesters or its equivalent to 12 full-time semesters or its equivalent. This provision applies to all Pell Grant eligible students

and includes all years of receipt of Pell Grant funding. Thus, the calculation of this total will include previous semesters/quarters at USCB or at any other school, including community colleges, where a Pell Grant was paid.

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

Iraq and Afghanistan Service Grant

Beginning with the 2010-11 award year, a student who is not eligible for a Pell Grant but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant.

Additional Student Eligibility Requirements:

- Be under 24 years old or
- Enrolled in college at least part-time at the time of the parent's or guardian's death.

The grant award is equal to the amount of a maximum Pell Grant for the award year – not to exceed the cost of attendance for that award year.

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 a student seeking a first undergraduate degree.
- Be making satisfactory progress as defined in the "Terms and Conditions" provided with the first award letter.

For more detailed information and other provisions on the South Carolina Commission on Higher Education website CHE.sc.gov.

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. Students 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: www.studentloan.gov

The Federal Stafford Loan Program

The Federal Stafford Loan program provides low interest (fixed at 4.45% for the 2017-2018 academic year), 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 (6.0 – 8.0 semester hours). Repayment does not begin until six months after graduation or after enrollment drops below half-time (6.0 – 8.0 semester hours); however, interest does start accruing while your loan is in the grace period. The repayment period may be as long as 10 years, depending on the amount borrowed.

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. Interest begins to accrue and may be payable upon disbursement of funds; however, principal payments begin six months after graduation or after enrollment drops below half-time (6.0- 8.0 semester hours). The repayment period may be as long as 10 years, depending on the amount borrowed.

Annual Maximum Loan Amounts

The Federal Stafford Loan program provides up to \$5,500 for the first year of undergraduate study, \$6,500 for the second year and \$7,500 per academic year for upperclassmen. The Unsubsidized Stafford Loan provides increased annual maximums for independent students (and some dependent if a parent is denied a PLUS loan) up to \$9,500 for the first year of undergraduate study, \$10,500 for the second year and \$12,500 per academic year for upperclassmen.

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. The student must also sign a promissory note before loan processing will be completed.

Federal Parent Loan for Undergraduate Students (PLUS)

Federal Parent Loan for Undergraduate Students (PLUS) provides long-term loans to parents for their dependents through lenders outside the University. Loan amounts under this program are limited to the student's cost of education minus other financial aid awards. Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Stafford Loan. Sixty days after disbursement, parents begin repayment at a fixed interest rate of 7.60% for the 2018-19 academic year. PLUS Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall — August, Spring — January). 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 of application will be honored for cancellation when the student begins teaching; critical geographic areas must be deemed critical at the time of employment. If the student decides not to teach, the interest rate shall be the rate on the Federal 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. To teach in both a critical subject and geographic area simultaneously, a loan will 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 teaching begins; critical geographic areas must be deemed critical at the time of employment. If a student decides 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 USCB, 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.nsls.ed.gov/nsls_SA/

Return of Title IV Funds Policy

The Return of Title IV Funds Policy (federal student financial aid programs) was implemented at USCB 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 of 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 of 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, s/he 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 Educational 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 USCB.

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.

South Carolina Free Tuition for Children of Certain War Veterans, Police Officers, Firemen or Rescue Workers

Children of deceased or 100% disabled Veterans, who were killed or disabled during military service, can attend any SC State supported institution up until their 26th birthday and pay no tuition/fees. Children of deceased or 100% disabled police officers, firemen or rescue workers, who were killed or disabled while on duty, can go to any SC State supported institution for a total of 4 years and pay no tuition/fees.

Chapter 30	The Montgomery G.I. Bill. This program provides educational benefits to individuals that served on active duty. The Member 4 copy of your DD214 is required.
Chapter 31	Vocational Rehabilitation for Service-Disabled Veterans. This program is for individuals who have a compensable service connected disability and the U.S. Department of Veteran Affairs determines that training and rehabilitation services are needed to overcome an employment handicap.
Chapter 32	Veterans Educational Assistance (VEAP). This is a voluntary contribution matching program for individuals entering service after December 31, 1976.
Chapter 33	The new Post 9/11 GI Bill. This program is for individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. The Post-9/11 GI Bill will become effective for training on or after August 1, 2009.
Chapter 35	Dependents Education Assistance Program. This program is for dependents (spouse or children) of individuals who die or are permanently disabled from service connected causes.
Chapter 1606	Montgomery G.I. Bill-Selected Reserve. This program is available to members of the Selected Reserve, including the National Guard. A form DD2384 (NOBE) is required.
Chapter 1607	A Department of Defense education benefit developed to provide benefits for Reservists called to active duty after September 11, 2001 in response to a war or national emergency, as determined by the President or Congress. A member of a reserve component must have served at least 90 consecutive days or more regardless of duty status.

Procedure for Tuition Assistance

Tuition Assistance (TA) is available to qualified active duty service members up to \$250 per semester hour, for an annual cap of \$4500.00 per fiscal year. Students can contact the USCB Director of Military Programs for help to begin the process.

Yellow Ribbon Program for Veterans

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution. The University of South Carolina Beaufort has agreed to accept an unlimited number of applicants who are eligible for the Post 9/11 (Ch. 33) benefit at the 100% rate. Applicants should contact the Office of Financial Aid/VA at 843-521-3104 for details on how to apply for Yellow Ribbon benefits at USCB.

Visit www.VA.gov for more information.

New Scholarship for the Children of Fallen Service Members Benefit Honors Gunnery Sergeant John David Fry

The children of military personnel who died in the line of duty since September 11, 2001 can apply for an educational scholarship similar to the new Post-9/11 GI Bill. Benefits are retroactive to August 1, 2009. VA begins accepting applications for the Fry scholarship on May 1, 2010. For more information or assistance applying, call toll-free 1-888-GIBILL-1 (1-888-442-4551), or visit the VA GI Bill Website at www.gibill.va.gov.

Enrollment Certification

Certification by the USCB Veterans Affairs Certifying Official, located in the Office of Financial Aid and Veterans Affairs, Sandstone Building, Room 117, (843-521-3104) is required for eligible students who wish to receive Veterans Affairs education benefits. 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 veterans contact the Director of Military Programs (843-368-8211) for consideration of college credit for military schools.

Students can best ensure receipt of benefits by informing the school certifying official in the Sandstone Building, Room 117, (843-521-3104), 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 the student might owe the Department of Veteran Affairs if s/he is certified incorrectly.

Benefits related information and forms are available from the University Veterans Affairs Coordinator, located on the Beaufort Campus in the Office of Financial Aid and Veterans Affairs, Sandstone Building, Room 117. 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.

Family Education Right and Privacy Act of 1974

The Financial Aid/VA Office ensures the confidentiality of student records according to the Family Education Right and Privacy Act. Your family financial information and the type and amounts of your aid are held in confidence. Information is released only with your written consent. Information will be released to other offices and agencies as may be needed to administer the financial aid programs, such as scholarship donors, services of loans, etc.

TUITION, FEES AND REFUNDS

The University of South Carolina Beaufort 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 USCB. Credit cards are accepted only via Self Service Carolina.

Any student who has failed to pay all required fees on or before the fee payment deadline (as indicated in the fee payment schedule) 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, e-check or credit card. Credit card payments for fees must be processed through SSC (Self Service Carolina on the web at <https://my.sc.edu/>). A non-refundable convenience fee will be added to the bill. SSC 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 may also be made through SSC from a student's bank account. Payment by cash or check may be made in person at the Cashier's Office. To pay by mail, return a copy of the bill, invoice or statement with a check or money order made payable to "USC Beaufort" to the USCB Cashier's Office.

Resident Status

The University of South Carolina is required by state law to determine the resident classification of all applicants interested in claiming South Carolina as their state of legal residence for the purpose of accurately assessing tuition and fees. Initial determinations are made by the Residency Officer for students at the time of their admission. The burden to provide documentation for any legal residency determination rests with the student. Students are required to provide all evidence necessary to document that they have completed the steps required to establish and/or maintain eligibility for claiming South Carolina as their state of legal residence. If a student moves to South Carolina for the purpose of attending school, and is enrolled as a non-resident, then he or she will be presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

Definitions of Terms

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

"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.

"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.

"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.

“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.

“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.

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

“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 non-resident aliens, where the spouse, parent and/or guardian “reside” will be considered in determining resident status.

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.

“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.

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.

Non-Resident Aliens, Non-Citizen and Non-Permanent Residents

Except as otherwise specified, all non-citizens and non-permanent residents of the United States are assessed tuition fees at the non-resident, 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 non-resident 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.

If you are financially independent, your residency is based on whether you have physically resided, and been domiciled, in South Carolina for the twelve (12) continuous months immediately preceding the date classes are scheduled to begin for the semester in which you wish to claim South Carolina as your state of legal residence. You must also meet the following applicable requirements (Note: No single indicator will be considered conclusive evidence of primary residence):

1. Statement of full time employment
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina Driver's License, or if a non-driver, a South Carolina Identification Card (Note: Failure to comply with state law requiring residents to obtain this within 90 days of establishing intent to become a South Carolina resident will reset the beginning date of residency eligibility to the date on which the appropriate document is obtained.);
4. Possession of a valid South Carolina Vehicle Registration Card (Note: Failure to comply with state law requiring residents to obtain this within 45 days of establishing intent to become a South Carolina resident will reset the beginning date of residency eligibility to the date on which a South Carolina Vehicle Registration Card is obtained.);
5. Maintenance of domicile in South Carolina;
6. Paying South Carolina income taxes as a "Resident" during the previous tax year, including income earned outside of South Carolina from the date on which intent is being claimed;
7. Ownership of principal residence in South Carolina; and
8. Licensing for professional practice (if applicable) in South Carolina.

The absence of indicia in other states or countries is required before an independent individual is eligible to pay in state rates. Therefore, you must not be in possession of a driver's license or vehicle registration certificate issued by another state.

Maintaining Residency

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.

Under certain circumstances governed by the Code of Laws of South Carolina section 59-112-50(B) of the 1976 Code, as last amended by act 133 of 2012, provides that, "Active duty Military Personnel may be charged less than the undergraduate tuition rate for South Carolina Residents for courses that are presented on a distance basis, regardless of residency; and that Military Personnel, Veterans, and their Dependents receiving specified federal educational benefits under Chapter 30 and Chapter 33, Title 38 the US Code, are entitled to receive in-state tuition rates without regard to the length of time the individual has resided in the state. A copy of military orders is required.

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

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), veterans, reservists, and National Guard members (and their dependents) who are stationed in South Carolina on active duty may be considered eligible to the active-duty military rate for tuition. "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. For veterans, a copy of your DD 214 will be required to show proof of military service.

Under certain circumstances governed by the Code of Laws of South Carolina section 59-112-50(B) of the 1976 Code, as last amended by act 133 of 2012, provides that, "Active duty Military Personnel may be charged less than the undergraduate tuition rate for South Carolina Residents for courses that are presented on a distance basis, regardless of residency; and that Military Personnel, Veterans, and their Dependents receiving specified federal educational benefits under Chapter 30 and Chapter 33, Title 38 the US Code, are entitled to receive in-state tuition rates without regard to the length of time the individual has resided in the state. A copy of 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.

Senior Citizens

Senior citizens (age 60 and older) 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 contact the Registrar's Office.

Senior Citizen fees:*

Application for admission
Matriculation (for degree seeking students, a one-time fee)
New Student (a one-time fee)
Parking and Security
Technology
Laboratory

Readmit
Late Fee
Meal Plan

**all academic fees are subject to change without notice*

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:
 - a. Ownership of principal residence in South Carolina
 - b. 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 s/he 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 non-resident 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 Admissions Office.

Any person, following a final decision on resident classification by residency officials, may make an appeal to the USCB 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, Fines and Definitions

Tuition

Please refer to the USCB website for a listing of current tuition and fees: www.uscb.edu/bursars

Fines

Returned Checks	Checks returned by bank for any reason—\$30 each occurrence.
Library Fines	Failure to return library materials when due – 25 cents per day, with a per book maximum of \$10. If materials are lost, the cost of the book plus an overdue charge of \$10 and a processing fee of \$10 are assessed. 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 \$25+ Parking Violation \$25+

**Academic Fees and Fines are subject to change*

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 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:

- a. Killed in Action
- b. Died from other causes while in the service
- c. Died of disease or disability resulting from service
- d. Prisoner of war as defined by Congress or Presidential proclamation during such war period
- e. Permanently and totally disabled, as determined by the Veterans Administration, from any cause
- f. Awarded the Congressional Medal of Honor
- g. Missing in action
- h. Child of a deceased veteran who qualified under items (IV) and (V)
- i. Awarded the Purple Heart for wounds received in combat

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. The age limitation for those children of certain war veterans who may be admitted to any state-supported college, university, or post high school technical education institution free of tuition is suspended for eligible children that successfully appeal the Division of Veterans Affairs on the grounds of a serious extenuating health condition.

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 non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

Withdrawal Refund Policies

Refund Policies for Complete Withdrawal

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

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

Refund Requests

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

Determining the Refundable Portion

Student refunds for tuition are calculated based on the student's liable hours after the drop/withdrawal. Liable hours are calculated as the total hours a student is still registered plus the liable portion of the dropped/withdrawn course(s). The liable portion is computed by taking the number of dropped hours times the liability rate (which is 100 percent minus the refund percentage). The refund amount is determined to be the difference of the original assessment and the assessment based on the new liable hours. For students whose liable hours are 12 or above, no refunds are processed. Other academic fees are non-refundable after the 100 percent refund percentage. For students activated for full-time military service during an academic term, the University follows state law in Section 59-101-395. Any refund calculated will be applied to the student account.

Refunds are issued by check or direct deposit from the USC Columbia Campus. Refunds are not issued to credit cards. Refunds are issued approximately 4 to 6 weeks from the drop or withdrawal date.

Drop/Withdrawal Refund Policy

The drop/withdrawal refund policy can be found here:
http://www.uscb.edu/bursars/policies_procedures/index.html

REFER TO THE PUBLISHED TERM WITHDRAWAL CALENDAR

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

- A. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
- B. 70 percent if the student's official withdrawal calculation is between the period specified in (1) or before the end of the 10 percent period of enrollment for which the student is liable.
- C. 50 percent if the student's official withdrawal calculation is between the period specified in (2) or before the end of the 16 percent period of enrollment for which the student is liable.
- D. 20 percent if the student's official withdrawal calculation is between the period specified in (3) or before the end of the 25 percent period of enrollment for which the student is liable.

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 Beaufort 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, funds will be returned 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:

- A. Unsubsidized Federal Stafford Loans
- B. Subsidized Federal Stafford Loans
- C. Federal Perkins Loans
- D. Federal PLUS Loans
- E. Federal Pell Grant
- F. Federal Supplemental Educational Opportunity Grants
- G. Federal TEACH Grant
- H. Federal Iraq/Afghanistan Service Grant

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 USCB for all students who withdraw and have received Stafford or Perkins Loans. Exit interviews can be completed on the Internet at http://www.nsls.ed.gov/nsls_SA/. Click on “Exit Counseling” and follow the instructions.

Appeals Process

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

Withdrawal Refunds

Students seeking to fully withdraw from USCB (drop all classes) during an academic semester must withdraw from their classes on Self Service Carolina at <https://my.sc.edu>.

In establishing a diminishing-scale refund process for withdrawals, USCB 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 non-standard 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.

Withdrawal Refund Appeal Procedures

The Refund Exception Committee is authorized to consider appeals and approve extraordinary exceptions to the USCB published withdrawal refund schedule due to humanitarian and due process considerations. The committee, comprised of three University officials (the Registrar, the Bursar and the Director of Admissions), meets as necessary to review 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 are paid when due. The appeals process is not to be used as a mechanism to avoid or delay fee payment. All requests for refunds must be received during the academic year for which the fees were paid. The academic year begins with the fall term and ends with the summer term. Refunds may be requested at any time during the academic year in which the applicable term occurs.

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 what has been authorized should complete the Application for Exception to Refund Policy form available in the Cashier's 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:

- A. 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 a chronic illness known to the student at the time of enrollment.
- B. A demonstrable specific and substantial hardship which results 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.
- C. 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.

STUDENT DEVELOPMENT

The Office of Student Development has offices located on the Beaufort Campus and the Bluffton Campus. Any questions concerning student life, rights and responsibilities should be directed to the Vice Chancellor for Student Development. These areas include, career services, counseling and disability services, student activities, student employment, student life, student orientation, and residential life.

Purpose Statement

As an administrative office of USCB, the Student Development Office supports the overall mission of the University by providing services and programs for students, faculty and staff. The mission of the Student Development Office 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. 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.

Campus Housing

USCB offers student housing on the Bluffton and Beaufort Campuses. University Housing provides students an opportunity to live with other students, to create life lessons, friendships and memories. University Housing works to foster a sense of community by sponsoring various events and providing educational, social and wellness assistance to residents. Palmetto Village at the Bluffton Campus provides true luxury student apartments that include fully furnished units, private bedrooms, full kitchen and amenities such as Internet and cable. The Honors A and B residence halls at the Beaufort Campus provide luxury student apartments that include fully furnished units, private bedrooms, a full kitchen and common living area. Visit the housing web site: http://www.uscb.edu/campus_life/housing/index.php to learn more about this campus community.

Codes of Conduct

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 dishonesty subject to disciplinary action include: lying, plagiarism, bribery, cheating and academic misconduct. Plagiarism, even the first offense, will result in a failing grade for the course in addition to any sanctions assigned by the appropriate hearing body or official.

USCB 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 the University. 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.

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, USCB 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 USC President, the USCB Chancellor and 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.

Club Sports, Fitness, Intramurals

Club sports, fitness, and intramurals are coordinated by the Department of Athletics.

USCB offers a variety of club sport opportunities, and these clubs are driven by student interest and initiative. The Recreation Center houses the on-campus fitness center. A variety of group exercise classes are offered free of charge to all students. Intramural sports are played in the Recreation Center gymnasium and the recreation fields that are located beside the Recreation Center.

For more information, please contact the Program Coordinator for Club Sports, Fitness, and Intramurals at (843) 208-8360.

Orientation

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

- 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
- The introduction to faculty and staff as well as continuing and other students
- Recognizing the important role of family in the success of the new student at USCB by offering a special orientation for parents.

Orientation culminates with *Welcome Week* held during the first week of classes.

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 USCB 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 USCB are also considered students.

There are many student organizations and committees on USCB campuses offering opportunities for student involvement. Campus clubs and organizations include a variety of special interest groups, service groups, social groups and academic honor societies. In addition, intramural activities provide various opportunities for students to exercise their physical talents or develop new ones.

In fall 2009 USCB opened the Campus Center on the Bluffton Campus which houses the Sand Bar dining hall, Sharks' Cove Bookstore, Student Life offices and student lounge. On the Beaufort Campus, students have the OutTakes Café adjacent to the library.

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 community as well as for their own memberships. Programs related to distinctive community service, social, leadership, media and academic interests are coordinated by clubs and organizations on the Beaufort, Bluffton and Hilton Head Island 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 all students. Students interested in joining student organizations should contact the Office of Student Life by calling (843) 208-8052 or by e-mailing uscbliife@uscb.edu.

Student Government Association

The USCB 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 USCB are members of SGA and are subject to 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 SGA office in the Campus Center on the Bluffton Campus or call (843) 208-8121. Visit www.uscb.edu/sga for more information.

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.

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.

Alpha Mu Gamma

USCB's Xi Alpha Chapter is part of Alpha Mu Gamma, the first and largest national collegiate foreign language honor society. Students who have earned A's in two courses of the same foreign language (SPAN or FREN) or two ENGL courses (if the student's native language is not English) and have an overall collegiate minimum GPA of 3.0 are encouraged to apply. Contact Dr. Ben Nelson at nelsonbe@uscb.edu for more information.

Art Club

The Art Club provides a venue for a broad student population to discuss, plan, and participate in various art and art related activities both within and outside of the University. Examples of such activities include arranging visiting artists' lectures, curating art shows, web design ideas for the arts, organizing workshops and field trips, and creating posters and card designs for various art-related events. Membership is open to all students, faculty, and staff interested in the arts.

Environmental Club

The Environmental Club is a group of students who enjoy educating their fellow students and community about the importance of "Going Green." They participate in many community events and also do many events on campus. All students are welcome and encouraged to join!

Gamma Beta Phi (National Honor Society)

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 have a 3.2 cumulative GPA. For information contact Rena Kratky at lewisrl@uscb.edu.

Greek Life

Beginning in the Spring 2015, USCB welcomed fraternity and sorority life to the campus. At this time, five national organizations are recognized on the campus; Alpha Kappa Alpha, Delta Chi Phi, Phi Mu, Zeta Phi Beta, and Zeta Tau Alpha. More groups will be added in the coming years.

Phi Alpha Theta

Phi Alpha Theta, Alpha Omicron Mu chapter, is a professional History honor society whose mission is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians. The organization seeks to bring students and teachers together for intellectual and social exchanges, which promote and assist historical research and publication by our members in a variety of ways. For more information contact Dr. J. Brent Morris at morrisj1@uscb.edu.

Phi Sigma

The Phi Sigma Biological Sciences Honor Society, Gamma Chi chapter, is a national honor society devoted to the promotion of student research and academic excellence in the biological sciences. Membership is composed of faculty members and senior and junior undergraduate students who have demonstrated superior academic performance and excellence in research in the field of biology. For more information contact Dr. Steve Borgianini at borgians@uscb.edu.

Pi Lambda Theta

Pi Lambda Theta is an Education honor society, part of the Phi Delta Kappa International family of associations. Students must have a minimum 3.5 GPA, and be recommended by education faculty for nomination on the basis of their successful practicum experiences, service learning, and high degree of professionalism. Members wear gold honor cords at graduation. Contact Maryanne Rizzi at rizzim@uscb.edu for details.

Psychology Club

The Psychology Club provides students of the social sciences with opportunities for academic and professional development. It 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; and 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. Students also participate with the Rafael Sabatini Players, a community-based theater group that performs in the Center for the Arts auditorium on the Beaufort campus. 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 committee.

Sand Sharks for Service: A Rotaract Club

Rotaract is an internationally recognized service club dedicated to strengthening the relationship between the university and community through the power of service. Sand Sharks for Service is the USCB chapter of Rotaract. For more information, contact the Americorps VISTA at (843) 208-8362.

Sand Shark Veterans

The USCB Sand Shark Veterans (SSV) provides support to veterans, active duty military, their dependents, and the community. SSV fosters increased awareness and advocacy of issues affecting veterans and their families while pursuing an active community service agenda at USCB and in our surrounding community.

Sigma Tau Delta (English Honor Society)

Sigma Tau Delta, the international English honors society, exists to confer distinction for high achievement in English language and literature studies, provide cultural and social stimulation on college campuses, promote interest in literature and the English language in surrounding communities, support good fellowship among its members, and serve society by fostering literacy. Our chapter provides leadership, scholarship, service, and professional opportunities (presentation and publication outlets, national internship programs) for its members.

The Society of Creative Writers

The Society of Creative Writers sponsors poetry and fiction readings and publishes The Pen, USCB's student literary magazine.

Student Government Association

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

Other clubs and organizations include:

- Anime & Games Club
- Association for Computing Machinery
- Club Basketball
- Club Managers Association of America
- Club Musicians
- Education Club
- Fellowship of Christian Athletes
- Gay-Straight Alliance
- Gospel Choir
- Sand Shark Activities Board
- Student Nurses' Association

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 USCB.

Student Grievance Policies and Procedures

The grievance process provides students a formal, standardized method for seeking resolution when the student believes s/he has been treated unjustly or improperly by a faculty or staff member. The grievance process is a venue for resolution of problems not otherwise addressed by University policy or procedure. It may not be used to appeal disciplinary decisions, state residency classification decisions, or any other type of decisions for which a clearly defined appeal process has already been established.

Grievances must be filed no later than the last scheduled final exam day of the term for which the student is appealing.

Academic Grievance Policy

The basis for a student academic grievance may include 1) a violation of Teaching Responsibility policies set forth in the Faculty Manual http://www.uscb.edu/human_resources/docs/Faculty-Manual-Board-Approved-Copy.pdf, 2) an instructor's failure to abide by university policies or failure to abide by written or stated course requirements in such a way as to adversely influence the student's academic standing, or 3) a violation of the University policy on Academic Freedom <http://www.sc.edu/policies/ppm/staf628.pdf>.

Student who wishes to pursue an academic grievance shall first meet with the instructor concerned within thirty days of the incident that prompted the grievance. If the student is unsatisfied with the result of this meeting, then s/he should meet with the appropriate departmental or program head, and then with the school dean. A written grievance shall be forwarded to the Executive Vice Chancellor for Academic Affairs (EVCAA) if either the student or the instructor is dissatisfied with the previous administrative action. The EVCAA will convene the Honor Court to hear the case.

http://www.uscb.edu/student_life/student_rights_responsibilities/academic_integrity/academic_misconduct/honor-court.html

Once the Honor Court has reached a decision, the student will be informed both in person (immediately after the decision) and in writing. The results of the hearing will be forwarded to the Executive Vice Chancellor for Academic Affairs. The decision of the Honor Court is final.

Non-Academic Grievance Policy

The Non-Academic Grievance Policy can be found in the Student Handbook:
http://www.uscb.edu/student_life/student_services/student-handbook.html

Grievance Procedure

The Grievance Procedure can be found in the Student Handbook:
http://www.uscb.edu/student_life/student_services/student-handbook.html

Student Complaint Procedures and Form

State Authorization Reciprocity Agreement (SARA)

South Carolina participates in the State Authorization Reciprocity Agreement (SARA). The South Carolina Commission on Higher Education serves as the state's portal agency for SARA and is the final authority for SARA-related complaints. If an out-of-state student enrolled in an SC institution via distance education wishes to file a complaint, he or she may complete and submit the Commission's complaint form below.

Guidelines for Filing a Student Complaint

In absence of mitigating circumstances, students must submit a complaint to the Commission within two calendar years of exhausting the appeals process at the institution.

Step 1: If a student has concerns related to classroom situations or administrative actions, he/she should contact the faculty or staff member(s) with whom he/she has a conflict. It may be possible to resolve the concerns without the need for formal institutional action. However, if the student's complaint is not resolved satisfactorily, or if the complaint cannot be resolved by contacting the faculty or staff member(s), the student should proceed to Step 2.

Step 2: The student should file a complaint through the institution's complaint process. Information about the process can usually be found in the institution's academic catalog, student handbook, or website. Many institutions have an ombudsman to mediate on behalf of the student. If the student is still unable to resolve the complaint, the student should proceed to Step 3.

Step 3: Investigate to where assistance may be available from other entities.

- **SC Public Technical Colleges:** Students enrolled at a South Carolina technical college should contact the SC Technical College System office.
Website: <http://www.sctechsystem.edu/students/student-complaint-form.html>
- **Independent Nonprofit Institutions:** Students enrolled at an in-state independent nonprofit institution should contact the SC Independent Colleges and Universities.
Website: <http://www.scicu.org/contact/>
- **Nursing:** Students enrolled in nursing licensure programs should contact the SC Department of Labor, Licensing, and Regulation, Board of Nursing.
Website: <http://www.llr.state.sc.us/POL/Nursing/index.asp?file=STAFF.HTM>
- **Barbering:** Students enrolled in barbering programs should contact the SC Department of Labor, Licensing, and Regulation, Board of Barber Examiners.
Website: <http://www.llr.state.sc.us/POL/Barber/>
- **Cosmetology:** Students enrolled in cosmetology, nail tech, or esthetic programs should contact the SC Department of Labor, Licensing, and Regulation, Board of Cosmetology.
Website: <http://www.llr.state.sc.us/POL/Cosmetology/>
- **Distance Learning:** Students enrolled in distance learning programs should contact the state authorization agency in the home state of the institution. Each institution includes state authorization information on its website.
Website: <http://www.nasasps.org/listing-of-regular-members>

- **Discrimination:** If a student believes that an institution has acted in a discriminatory manner, he or she may wish to contact the South Carolina Human Affairs Commission or the U.S. Department of Education's Office for Civil Rights.

SCHAC Website: <http://www.schac.sc.gov>

USED Website: <http://www2.ed.gov/about/offices/list/ocr/index.html>

- **Disabilities Accommodation:** If a student believes that an institution has not complied with the requirements of Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability, contact the U.S. Department of Education, Office for Civil Rights.

Website: <http://www2.ed.gov/about/offices/list/ocr/transition.html>

- **SC Financial Aid:** If a student has been denied South Carolina state-based financial aid, he or she may file an appeal with South Carolina Commission on Higher Education, Division of Student Affairs.

Website: <http://www.che.sc.gov/Students,FamiliesMilitary/Appeals.aspx>

- **Federal Financial Aid:** For student issues related to federal financial aid, contact the Ombudsman Group of the U.S. Department of Education for disputes related to Direct Loans, Federal Family Education Loan (FFEL) Program loans, Guaranteed Student Loans, and Perkins Loans.

Website: <https://studentaid.ed.gov/repay-loans/disputes/prepare/contact-ombudsman>

- **The Office of the Inspector General (OIG)** is charged with investigating and detecting fraud, waste, abuse, mismanagement, misconduct, or violations of state or federal law, and wrongdoing in the Executive Branch. OIG only has investigative authority over the Executive Branch of South Carolina State Government, which includes state-supported colleges and universities.

Website: <http://oig.sc.gov/Pages/default.aspx>

Step 4: If the complaint cannot be resolved through the above channels, the student may file a complaint with the Commission. Complete and submit the Commission's complaint form below.

Commission Procedures for Reviewing a Student Complaint

- After receiving a complaint, Commission staff will review the submitted materials, and contact the complainant for any required additional information or clarifications.
- The Commission staff will then send a copy of the complaint to the institution against which the complaint has been filed and request a response, due within 30 calendar days.
- After receiving the response, Commission staff will determine whether the institution's complaint process has been followed and exhausted and what additional steps or follow-up may be taken. The Commission may outsource the investigation to another government agency.
- If it is concluded that the allegations do not establish a violation of standards or any serious deviation of educational standards imposed by the Commission, a letter is sent to the complainant confirming this, along with a copy of the institution's response.
- If it appears that a standard has been violated or that the institution has not complied with the institution's established policies, staff will attempt a settlement through mediation.
- If there is evidence that the institution may no longer be maintaining minimum standards, an investigation may be made to determine other actions.
- Results of the investigation are sent to both the complainant and institution.

Mail the complaint and required documentation to:

SC Commission on Higher Education

Academic Affairs

Attn: Student Complaint

1122 Lady Street, Suite 300

Columbia, SC 29201

or

E-mail: submitcomplaint@che.sc.gov

Academic Code of Conduct

Academic Freedom

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable tenets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. Students should exercise their freedom with responsibility.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. The University has a duty to develop policies and procedures that provide and safeguard this freedom. Such policies and procedures should be developed within the framework of general standards with the broadest possible participation of the members of the academic community. The essential provisions for student freedom to learn include:

Freedom of access to higher education

While the University has the right and responsibility to set admissions policies based on the characteristics and expectations of the students it considers relevant to success in the institutional program, no student will be barred from admission on the basis of race, creed, sex, handicap, religion, ancestry or national origin. Thus, within the limits of its facilities, the University is open to all students who are qualified according to its admissions standards.

Freedom in the classroom

The professor in the classroom and in conference should encourage free discussion, inquiry and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

Protection of freedom of expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion. They are nonetheless responsible for learning the content of any course of study for which they are enrolled.

Protection against improper academic evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

Protections against improper disclosure

Information about student views, beliefs and political associations, which professors acquire in the course of their work as instructors, advisors and counselors, should be considered confidential. Protection against improper disclosure is a serious professional obligation.

Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge and consent of the student.

English Proficiency

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

A. JURISDICTION

All students enrolled at USCB, whether full-time or part-time, shall be subject to the Academic Code of Conduct (the Honor Code). The Chancellor of USCB is the final authority in all matters concerning academic accountability.

The Provost is responsible for maintaining and enforcing the Academic Code of Conduct. The Provost is also responsible for executing any sanctions resulting from violations of the Code and for keeping records.

B. THE HONOR CODE

The first law of academic life is intellectual honesty. It is the responsibility of every member of the USCB community to uphold and maintain the high academic standards of the University. Students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another or to cheat on an examination corrupts the essential process by which knowledge is advanced.

C. HONOR CODE RESPONSIBILITIES: STUDENT AND FACULTY

The USCB Honor Code establishes the general standards of academic accountability for students at USCB. All members of the academic community of the University share the responsibility to advance, support and enforce academic honesty and integrity. The following obligations must be assumed by students and faculty of the University in order to meet this responsibility:

- Prepare thoroughly for examinations and assignments;
- Take the initiative to prevent other students from copying exams or assignments;
- Discourage dishonesty among other students;
- Refuse to assist students who cheat;
- Report observed cases of academic dishonesty immediately;
- Maintain the confidentiality of examinations by not disclosing any information, whether directly or indirectly, to another student still to write that same examination;
- Consult with faculty and other sources to clarify the definition of plagiarism;
- Learn to recognize techniques of proper attribution of sources used to prepare written work and identify allowable resource materials or aids to be used during examinations or completion of any graded work;
- Conduct all academic work within the letter and spirit of academic honesty, which prohibits giving or receiving unauthorized aid in the academic process;
- Discuss the issues of cheating, academic misconduct, fabrication and plagiarism at the beginning of each semester and before major exams or assignments;
- Make sure students understand the reference requirements for assigned papers and the extent of collaboration expected or allowed on class or team projects;
- Verify faculty signatures on change of grade forms;
- Exercise caution in the preparation, duplication and security of examinations to ensure that students cannot gain improper advance knowledge of their contents;
- Specify prior to an examination or assignment what materials (books, notes, equipment, etc.) students may have in their possession or to what degree they may collaborate; and
- Prepare new exams each semester or administer alternate forms of the same exams.

D. HONOR VIOLATIONS

The following acts of academic dishonesty are considered violations of the USCB Honor Code and subject the student to disciplinary action:

Lying

Lying includes the deliberate misrepresentation of any situation or fact, in part or whole, for the purpose of avoiding or postponing the completion of any assignment, duty, test or examination in the course, internship or program.

Plagiarism

Plagiarism is the representation of someone else's words, ideas or data as one's own work. All work for credit that includes the words, ideas or data of others must acknowledge the source of that information through complete, accurate and specific footnote references and, if verbatim statements are included, quotation marks. By placing his or her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. A student will avoid charges of plagiarism if there is an acknowledgment of indebtedness:

- Whenever one quotes another person's actual words;
- Whenever one uses another person's idea, opinion or theory, even if this is completely paraphrased in one's own words; and
- Whenever one borrows facts, statistics or other illustrative materials, unless the information is common knowledge

A person has committed plagiarism when he or she:

- Submits another person's work in lieu of his or her own work;
- Submits the work, sentences, ideas, conclusion and/or examples from a source (a book, an article, another student's paper, etc.) without acknowledging the source; or
- Knowingly aids another student in plagiarizing an assignment or allows another student or students to complete all or part of his or her course work and/or examination.

Plagiarism, even a first offence, may result in a failing grade for the course in addition to any sanctions assigned by the Honor Court. For more information on plagiarism, please visit the USCB Library website at <http://library.uscb.edu/plagarism.htm>

Bribery

Bribery involves the offering, giving, receiving or soliciting of anything of value in order to obtain a grade or consideration a student would not expect to achieve from his or her own academic performance.

Cheating

Any conduct during a program, course, quiz, examination or any other assignment that involves the unauthorized giving, receiving, offering or soliciting of information. Cheating includes, but is not restricted to, the following:

- The submission of another person's work in lieu of one's own work;
- Unauthorized use of laboratory reports, term papers, thesis or other written materials, in whole or in part;
- The buying, selling, theft, obtaining, using or giving of any examination or quiz prior to its administration;
- Unauthorized use of any electronic or mechanical device during any assignment or examination;
- Use of prepared materials, notes, or texts other than those specified and permitted by the instructor during an examination or quiz;
- Unauthorized collaboration on any test, assignment or project.

Academic Misconduct

Academic misconduct is the violation of University policies by tampering with grades or taking part in obtaining or distributing any part of an un-administered test.

Academic misconduct may include:

- Stealing, buying or otherwise obtaining all or part of an administered test;

- Selling or giving away all or part of an un-administered test, including answers to an un-administered test;
- Bribing any other person to obtain an un-administered test or any information about the test;
- Entering a building, office or computer system for the purpose of changing a grade or work for which a grade is given;
- Changing, altering or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a “change of grade” form or other official academic records of the University which relate to grades;
- Entering a building, office or electronic system for the purpose of obtaining an un-administered test; or
- Failing to complete work on a test within the established time period as provided by the instructor.

E. DUE PROCESS FOR ALLEGED HONOR COURT VIOLATIONS

1. PRESSING CHARGES

Any member of the USCB community who has reasonable grounds to believe that an infraction of the Academic Code has occurred may report the alleged violation. All individuals pressing charges may be asked to serve as witnesses or to provide information during any hearing resulting from the charges. Infractions of academic discipline should be reported in writing to the Provost. Students accused of infractions of academic honesty will be brought before an Honor Court. The Honor Court will be appointed by the Provost and will consist of three faculty members plus one alternate and two student members plus one alternate. The Honor Court will adjudicate the case and will impose sanctions when necessary.

A student charged with infractions will be sent written notice to appear before the Honor Court at a scheduled hearing. The notice will include:

1. The general nature of the charge;
2. The time and place of the hearing; and
3. The right to be accompanied by an advisor throughout the hearing process. The advisor, with the written permission of the charged student(s) or student organization(s), may:
 - i. Advise the accused regarding preparation for the hearing;
 - ii. Accompany the accused to all conduct proceedings;
 - iii. Have access to evidence to be introduced at the hearing.

NOTE: Advisors are not permitted to participate directly in the hearing process, or to speak for the charged student(s) or student organization(s).

A student who has violated or who has been charged with the violation of any regulation of the University may not be permitted to withdraw from the University without the permission of the Chancellor. A notation of circumstances under which the accused student was permitted to withdraw shall be entered in the minutes of the Honor Court. The withdrawal of a student with or without approval shall not deprive the Honor Court of the power to hear charges against the student. The student charged with infractions shall be presenter for online courses, appear through video conferencing software for all testimony, be permitted to call witnesses on his or her behalf, be confronted by witnesses, may question all witnesses, may testify on his or her own behalf and make statements bearing on the matter under consideration.

The Honor Court Chair will introduce the case, calling first on the individual making the charge, then on the student charged with the violation.

The involved parties and/or the court may call witnesses. The court members may question all parties who may decline to answer any or all questions. After both sides have presented their cases and all testimony has been given, the court will deliberate the case. All other participants will be requested to leave. The court will reach a decision by a majority vote. Should a tie vote occur, it will be considered as favoring the student charged. If the decision is unfavorable to the student, the court will impose sanctions according to the regulations below.

Once the court has reached a decision and imposed sanctions (if necessary), the student will be informed both in person (immediately after the decision) and in writing. The results of the hearing will be forwarded to the Provost.

2. APPEALS

The initial phase of the student appeal must take the form of a written appeal within five class days of the Honor Court decision. Within twenty class days of the receipt of the student's request, the Provost will re-examine all materials pertaining to the case and arrive at a decision. The Provost may either approve or reverse the decision of the court, or may change the sanction.

If the Provost's decision provides no satisfaction to the student, the student may take the case to the Chancellor of USCB within five calendar days of the Provost's decision. All materials pertaining to the case will be reviewed by the Chancellor within twenty calendar days. The Chancellor may either confirm or reverse the decision of the Court or may change the sanction. The Chancellor's actions are final.

3. FINAL DISPOSITION

The Provost will be responsible for implementing any imposed sanctions. The Provost will also inform the Registrar if the sanctions require any restrictions on the student's future enrollment or actions to be officially noted on the student's transcript. The Provost will keep records of all foregoing procedures in a confidential file.

4. SANCTIONS AND PENALTIES

In the interest of consistency, sanctions and penalties must be imposed as follows:

First Violation: Circumstances and the severity of the violation will determine the sanction. Any or all of the following may be imposed for a first offense:

1. A Letter of Warning – an official reprimand (discretionary use by the Honor Court for a first offense only). A letter of warning indicates that any additional violations may result in immediate suspension from the University.
2. Failing grade on the assignment in question – the faculty member's prerogative.
3. Failing grade for the course – the faculty member's prerogative.
4. Withdrawal from the course with a failing grade – an extraordinary step and only by specific direction of the Honor Court.
5. Probation. A period of review and observation during which a student is under an official warning that subsequent violations of the Honor Code are likely to result in a more severe sanction including suspension or expulsion from the University. Students on probation may be barred from participating in any or all extra- or co-curricular activities.
6. "X" on the transcript before a grade denoting an Honor Code Violation.
7. Research Project. This sanction can be assigned for the educational benefit of the student and should be related to academic integrity or ethics on the whole or in the discipline in which the offense occurred. The report is submitted to the Chair of the Honor Court.
8. Suspension from the University for a period of no less than one semester.
9. Expulsion from the University.
10. A combination of the above sanctions.

Second Violation: Either of the following sanctions may be imposed, effective immediately:

- a. Suspension (for up to one academic year); or
- b. Permanent suspension.

In either case, the student will receive a failing grade in the course in which the violations occurred and a "W" or "WF" in all other courses. The suspension period will begin immediately following the conclusion of the case.

Although a student will not be allowed to enroll in summer school during the suspension period, summer sessions will not count as suspension periods.

Third Violation: A third violation necessitates permanent suspension from USCB. All statements, information, or comments given during hearings will be held in strictest confidence by members of the USCB faculty, staff and witnesses before, during and after deliberation. Only duly authorized persons or faculty and staff with an educational need to know will be informed of the proceedings and outcome.

The chair of the Honor Court may make a tape recording of all judicial hearings. The charged party or parties and their advisor shall have the right, upon request, to listen to the recording in the presence of a staff member of the Office of the Provost.

The charged student may request a duplicate copy of the recording at his/her own expense within a period of six months from the date of the hearing. After the hearing, the Provost shall be responsible for forwarding the written decision of the University Honor Court to the charged party or parties. The letter from the Honor Court shall consist of a statement of charges; findings of the hearing authority and the rationale for the findings; sanction(s) and the rationale for the sanction(s); and a statement regarding the right to appeal and the appeal procedures.

Students found responsible shall have five class days from the date the decision letter is sent to submit a written request for an appeal. If there is no appeal within this time limit, the Provost shall implement the decision.

The request for appeal shall be by memorandum addressed to the faculty chair of the Honor Court through the Provost. The memo must state the reason(s) for believing the decision of the original hearing authority to be improper.

Student Support Services

Career Services

The Office of Career Services http://uscb.edu/campus_life/student_services/career-services/index.php provides comprehensive career development and planning services for students. Specific services include: Career/major exploration assessments, a career resource library, resume and cover letter review, mock interviews, a job posting website for full time and part time jobs and internships, and assistance finding permanent employment.

Counseling Services

USCB offers behavioral health counseling services to any student experiencing struggles with college transition, depression, anxiety, grief, sexual identity questions, suicidal thoughts, and other concerns that interfere with a general sense of well-being. Counseling Services are free to all USCB students, provided with full confidentiality, and are located in the Student Success Center at the Library on the Bluffton campus or at Grayson House on the Beaufort campus. Students may schedule an appointment with one of the counselors or visit during posted walk-in hours. For more information, visit:

http://www.uscb.edu/student_life/student_services/counseling_services/index.html

Disability Services

Disability Services coordinates accommodations and services for students with documented physical, learning or psychiatric disabilities, maintains student documentation and records and provides communication with faculty and other staff members, as needed. For more information, visit:

http://www.uscb.edu/student_life/student_services/disability_services/index.html

USCB's counselors work with students who have a documented disability or notice challenges to their learning process. Accommodations and other services are determined through confidential interviews with one of the counselors. Counselors review documentation of disabilities and work with students to develop accommodations that ensure appropriate access to academic material. In other cases, a student may suspect a disability not previously documented; counselors work with students regarding referral sources for documentation, and then provide accommodations. At times, students may not have a diagnosable disability, but may need support and coaching by the counselors to identify issues and implement learning strategies. Students may also benefit from regular supportive check-ins or counseling support.

Documentation

Any student requesting accommodations on the basis of a disability must provide appropriate written documentation of the disability by a licensed provider, which includes an assessment of the impact on the student's accessibility. For more information, visit:

http://www.uscb.edu/student_life/student_services/disability_services/index.html

STUDENT 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 USCB holds an Academic Awards Ceremony to recognize outstanding academic or civic achievements within the USCB community. Some of the awards given may include:

Biology Program Award

Awarded to an outstanding graduating senior in biology.

Business Program Award

Recognizes a business student with a strong GPA, who demonstrates leadership both inside and outside the classroom.

Computational Science Program Award

Awarded to an outstanding Computational Science major who demonstrates exceptional skill and insight in Computational Science as well as leadership within the discipline and/or University.

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."

Dr. Pamela Cooper Communication Studies Program Award

This award goes to an outstanding student, preferably a senior, who evidences commitment to the communication discipline, a strong GPA, and participation in departmental and campus functions.

Early Childhood Education Program Award

Presented to a senior education major who demonstrates leadership and professionalism in the University, community, and schools, who shows a passion for teaching, who is dedicated to improving pedagogy, and who has a clear understanding of what it means to be a "Constructivist Educator."

Haist Interdisciplinary Studies Award

Presented to the interdisciplinary studies student who represents the degree both in terms of scholarly accomplishment and career path. The Haist Award honors philosophy professor emeritus and former Interdisciplinary Studies degree coordinator, Dr. Gordon Haist.

Public Health Program Award

Awarded to an outstanding senior in Public Health who demonstrates professionalism, leadership, and a strong GPA.

History Program Award

Recognizes a history student who has successfully completed several upper-division history courses, preferably under more than one instructor, and who demonstrates consistency in the high quality of the written work required.

Hospitality Management Program Award

Presented to the outstanding graduating senior in hospitality management who maintains a strong GPA while actively participating in campus functions and in professional organizations.

Lynn M. Mulkey Human Services Program Award

Awarded to the outstanding student in the human services field who demonstrates academic excellence by achieving the highest cumulative GPA for the annual cohort of human services students.

Founding Chancellor Jane T. Upshaw Award for Outstanding Student in Mathematics

Awarded to an outstanding mathematics major who demonstrates exceptional skill and insight in mathematics and provides leadership within the study of mathematics and/or the university or community.

Nursing Program Awards

Awarded to the students who most clearly demonstrate continual development of critical thinking, emotional intelligence, assessment, communication and care-coordination skills. These students also exemplify ethical principles, values and behaviors in the professional practice of nursing. There are two awards: one for the pre-licensure track, one for the RN to BSN track.

Charles Spirrison Psychology Program Award

Awarded to a student who demonstrates creativity in, and commitment to, psychology, preferably a graduating senior, who has completed at least 60 total hours of study with at least 12 of these hours in upper-level psychology classes.

Sociology Program Award

Awarded to an outstanding graduating senior in sociology who evidences commitment to the discipline as well as a strong GPA.

Studio Art Award

Awarded to an outstanding student with combined proficiency in art and art history, recognizing creativity, innovation, and organizational skills necessary to produce superior work from a technical arts perspective and academic excellence in the history of art.

Tombe/Eby Award for Outstanding English Major

Each spring, the Department of English and Theater awards the Tombe/Eby Award for Outstanding English Major. This award recognizes the outstanding graduating senior in English who has maintained a strong GPA within the university and the major, and whose written work and participation inside and outside the classroom are recognized for excellence. The Tombe/Eby Award honors former USCB English faculty, Dr. Sheila J. Tombe and Dr. Carl P. Eby.

UNIVERSITY AFFILIATIONS

Community Events

In support of USCB's mission of serving the public, the Office of Community Outreach ensures University resources, and a wide variety of programming, are accessible to residents of the Lowcountry.

Osher Lifelong Learning Institute

USCB is home to the Osher Lifelong Learning Institute (OLLI), a member organization that offers continuing education to adults who want to keep mentally active and expand their knowledge. This program currently has more than 1500 members from throughout the Lowcountry and is one of the largest OLLI programs in the country. For information regarding membership and special programming, call 843-208-8247 or visit www.uscb.edu/olli.

Center for the Arts at the Beaufort Campus

USCB's vision calls for the Center for the Arts (CFA), formerly known as the USCB Performing Arts Center (PAC), to serve as a regional focal point for the arts through quality performances, gallery events, and academic degree programs. The CFA has been the cultural hub for Beaufort County for over thirty years housing the Beaufort Orchestra, USCB Festival Series, Beaufort Theatre Company, and countless performances of internationally acclaimed performing artists. USCB has a long-standing tradition of endorsing and supporting the arts, recognizing the importance of family and community programming such as Beaufort Children's Theater. Additionally, USCB provides the use of a 460-seat performing arts venue to community groups, dance studios, festivals, and the Met Opera Live in HD.

USCB Lunch With Author Series

Introduces area readers to New York Times bestselling authors, nationally acclaimed writers, and debuting authors. For information regarding the entire annual series, or individual luncheon registrations, call 843-521-4147 or visit www.uscb.edu/lunchwithauthor.

USCB Festival Series of Chamber Music

For over 30 years, the USCB Festival Series of Chamber Music has provided residents of the Lowcountry with first-class chamber music concerts. This tradition continues as various world-renowned artists perform pieces from Beethoven, Schumann, Dvorak, Mozart, Brahms, to name only a few. Five concerts are scheduled throughout the year and are held at the Center for the Arts in Beaufort. To view upcoming concert program and seating chart, go to www.uscb.edu/festivalseries.

Office of Continuing Education

The Office of Continuing Education offers self-funded, diverse, educational programming, providing forums for personal and professional growth to residents of the Lowcountry. Information regarding all Continuing Education opportunities can be found by visiting the website at www.uscb.edu/continuinged.

Computer Classes

Computer classes are offered for all levels at USCB campuses in our state-of-the-art computer labs, and can also be arranged at worksite locations with appropriate facilities. Progressive levels of Conversational Spanish are offered each term in Beaufort and Bluffton for non-native speakers. These courses, which can also be held at off campus locations, teach basic comprehension for traveling abroad or aiding in conversations with native Spanish speakers.

Partnerships through Grant Initiatives

Grants from local, state and federal agencies support research in various areas of local interest, including the environment, health, performing arts, transportation, and tourism. Externally sponsored funding at USCB since 2004 is \$13,405,538.

The Sea Islands Institute (SII)

The Sea Islands Institute's purpose is to fulfill the mission of USCB through programming and research that grow out of the extraordinary location of the University. Our region has a rich history of diverse cultures and an environment worthy of protection. The SII is interdisciplinary, providing outreach, research, and education services supporting sustainability of our treasured community. The SII combines the expertise of local researchers and outside partners in an effort to protect the region's economic, ecologic, and cultural vitality. The SII's work is coordinated by a steering committee, appointed by the Provost in coordination with the Director of the Sea Islands Institute.

The USCB Small Business Development Center (SBDC)

The USCB Small Business Development Center (SBDC) provides managerial and technical counseling assistance to small business owners and entrepreneurs in an effort to foster business growth and stimulate economic development in the Lowcountry area.

Centers are located in the Sandstone Building at the Beaufort Campus and in the Library at the Bluffton Campus, serving as a community outreach business partner for the host institution, USCB.

The SBDC program is a consulting branch of the U.S. Small Business Administration (SBA). The consultants at the SBDC do one-on-one business consulting with business owners and aspiring entrepreneurs. All consulting is confidential and is provided at no charge.

Consulting services include general consulting, business plans, loan packages, financial analysis and pro forma calculations and projections for businesses. The Center provides assistance with market research and data analysis. The SBDC assists with management training workshops and partners with the USCB Continuing Education Department to offer timely training to business owners.

PUBLICATIONS

University Publications

The following publications can be found at www.uscb.edu.

University 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. This is available online at: <http://www.uscb.edu/academics/registrar/academic-bulletins.php>.

Osher Lifelong Institute Curriculum Guide - a semi-annual publication listing learning opportunities for adult citizens of the Lowcountry. Current issues are available online at www.uscb.edu/olli.

@UofSC - a USC system-wide newsletter chronicling events and people throughout USC's eight campuses. Copies can be found at www.sc.edu/uofsc.

Literary Publications - the Poetry Workshop and the Fiction Workshop produce periodic publications. For more information about these organizations and their publications, contact the Department of English, Theater, and Interdisciplinary Studies.

USCB Videos - Productions (CD and web versions available) showcasing USCB students, faculty, facilities and events. These are available at the USCB Advancement Office.

USCB runs Facebook, Instagram and Twitter accounts. All are accessible at www.uscb.edu.

Student Publications

The Pen - The Pen is a biannual publication of the Society of Creative Writers, produced under the supervision of the Department of English, Theater, and Interdisciplinary Studies. The Pen features the original work of USCB students typically in the realm of creative writing, which includes primarily fiction and poetry, as well as other creative arts, such as photography. The aim of The Pen is to highlight commendable, creative student work and provide students a place where their work may be published with credit. Visit <http://uscb.edu/thepen>

May River Review - The May River Review is an annual, peer-reviewed critical journal that seeks to advance knowledge and practice in interdisciplinary areas by publishing high-quality, evidence-based research. All submissions are written by undergraduate students attending the University of South Carolina Beaufort. The editorial staff is composed of students enrolled in ENGL B211: Editing and Publishing Practicum.

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.

SAFETY

USCB is concerned about safety issues for all of its students. The Department of Public Safety is staffed by both trained Public Safety Officers (PSO) as well as SC Certified Police Officers. The Student Right-to-Know Act and Campus Security Act Policies 2000-2001 (the Clery Act) gives all interested parties information concerning on-campus safety and crime. For information about the frequency and type of reportable incidents on campus, please contact USCB Department of Public Safety at 843-208-8912 or visit the link posted on the USCB homepage at <http://www.uscb.edu>.

All students are encouraged to take special precautions in order to protect themselves from injury, theft, or personal attack while on or near campus. Personal belongings should be kept in a secure place and out of view 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 Department of Public Safety (DPS) Officer on duty. Use call boxes located on campus, contact a member of the maintenance crew, or the nearest administrative office. Automobiles should remain locked. Automobiles should be parked near streetlights if classes end during evening hours. A DPS Officer is on hand to escort students and others to their cars during the evening hours by pressing the “info” button on a call box or calling 208-8911. Check the back seat before getting into the car to be sure no one is inside. Once inside your car, lock all doors.

Reporting a Crime/Incident

Emergency call boxes are located on campus. The “Emergency” button goes to 911; the “INFO” button calls the officer on duty. Store the DPS phone number (843-208-8911) in your cell phone.

Campus Facilities Policies

DPS Officers patrol the Beaufort Campus each weekday from 7 a.m. to 11 p.m. and as needed during special events. DPS Officers patrol the Bluffton Campus twenty-four hours a day, seven days a week. The USCB maintenance and custodial staff provides additional assistance. They can help you find the DPS officer on duty or call local police if needed.

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 the building quickly. Failure to evacuate when a fire alarm sounds is a violation of state law. To report a fire, go to the nearest office outside the fire hazard and call the USCB DPS emergency number, 208-8911. In reporting the fire, report the exact location of the fire. Students living in housing units are required to exit those units in the event of an alarm.

Emergency Procedures

Any emergency should be reported to the Department of Public Safety at (843) 208-8911.

Local Law Enforcement and Community Resource Contacts

Department of Public Safety (USCB).....843-208-8911
Police, Fire, or Medical Emergency843-208-8911 or 911

ACADEMIC REGULATIONS AND POLICIES

Overview

As the chief governing body of the University of South Carolina system, the Board of Trustees delegates the powers of the President and the faculty in accordance 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, or academic regulations at any time when, in the judgment of the faculty, the Chancellor, the USC President or the Board of Trustees, such changes are in the best interest of the students and USCB.

Registration 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 cancel 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.

Students 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 USCB, or under subsequent requirements published while the student is enrolled. However, the student's choice is restricted to one specific Bulletin and the curricular requirements described therein. 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, students who are absent from USCB 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 three years or longer, 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.

Academic Assessment

USCB is committed to offering programs and activities that encourage students to develop both academically and socially, and in order to evaluate the effectiveness of our efforts, faculty, administrators, and staff conduct ongoing assessments. Assessment, in a university or college setting, can be interpreted in several ways—as the process of evaluating the success of a university in meeting its mission and goals (institutional assessment), the processes associated with evaluating student outcomes in relation to stated program goals (program assessment), or the use of course-embedded measures to collect information and/or evaluate student learning by observing students' skills and abilities. Assessment, therefore, is the ongoing process of self-improvement through analyzing and evaluating all of our functions and activities. The Office of Institutional Effectiveness and Research assists the faculty, administration and staff in developing and administering assessments and analyzing assessment data.

The information gleaned from assessment activities is used for planning and program improvement and many of the University's assessment activities are mandated by external agencies. Consequently, participation in assessment activities is a University priority and responsibility. Students, faculty and staff play critical roles in the assessment process. Therefore, all students wishing to receive a degree from USCB must complete required assessments of the general education curriculum and those required by their major and/or area of concentration. If a student fails to participate in a required assessment activity, a hold will be placed on the student's records and the student will not be able to register for any future semesters until the assessment activity is completed. Some examples of assessment activities students may be required to participate in include: advisement survey, graduating student survey, Noel-Levitz Student Satisfaction Inventory, National Survey of Student Engagement (NSSE), program exit surveys, Major Field Tests and ACT's CAAP tests.

Faculty of each academic unit have primary responsibility for the assessment of academic programs within the major or area of concentration. 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.

The Office of Institutional Effectiveness and Research has primary responsibility for coordinating the assessment of general education, but faculty are actively involved in planning assessments and using the results of assessment to evaluate the effectiveness of the program. The assessment of general education is achieved through the use of exams, interviews, surveys, and other instruments. Information related to general education assessments will be provided via University email and course instructors.

While assessment activities are integral to the processes of teaching and learning the results of general education and program assessments may not be used for promotion, tenure, or annual performance evaluations. Similarly, the assessments cannot be used for the evaluation of any student's progress in a course or progress toward a degree.

General Education Assessment

USCB is committed to the assessment and continuous improvement of its programs. To evaluate the effectiveness of its general education curriculum, the University requires all degree seeking, new and transfer students to participate in assessment testing when notified. The results of the assessments are used by USCB only to assess and improve the quality of the general education curriculum. The assessment in no way affects the grades or status of the student in the University. Since effective measurement is predicated on accurate testing results, the University appreciates the cooperation of students and asks students to make a serious effort on the assessment. If a student fails to participate in a required assessment activity, a hold will be placed on the student's records and the student will not be able to register for any future semesters at USCB or any other USC system institution until the assessment activity is completed. Students with questions should call the Office of Institutional Effectiveness and Research at 843-521-4178.

Student Evaluation of Teaching

Students have the opportunity to evaluate the teaching effectiveness of faculty members through online course evaluation surveys administered near the end of the course prior to final exams. The Office of Institutional Effectiveness and Research administers the course evaluations, although the Provost has ultimate responsibility for administration of the evaluations and ensuring the reliability of records. Faculty members are required to ensure that student evaluations are administered in all classes except those in which the faculty-student ratio is one-to-one. In team-taught courses the evaluation will be administered for each faculty member. The surveys will be emailed to students' USCB accounts and will be added to online courses. After the semester has ended, the faculty member will receive aggregated results of the evaluations. Any deviations from the stated procedures should be reported to the Director of Institutional Effectiveness and Research at (843) 521-4137.

Academic Probation and Suspension

The following standards for continuing at the University of South Carolina Beaufort apply to all students. Administration of these regulations is the responsibility of the Provost, who is not empowered to waive any of the provisions.

Academic Review

The academic record of every undergraduate student will be reviewed at the end of each fall and spring semester. Some of the individual departments have higher academic requirements for students to continue in their degree programs. However, no student will be suspended academically from the University unless he/she fails to meet the standards specified here.

Academic Probation

When a student's cumulative GPA at the end of any semester is less than a 2.00, s/he is placed on academic probation.

First-Year Freshmen Academic Recovery Program

First-year freshmen who have less than a 2.0 cumulative grade point average at the end of their first semester of collegiate enrollment are considered at risk. In addition to being placed on academic probation, during the first six weeks of their second semester these students must meet with their academic advisor before being eligible to register for courses for the third semester.

Removal from Academic Probation

When a student's cumulative GPA at the end of any semester is a 2.0 or above, s/he is removed from academic probation.

Continuing on Academic Probation

Any student who is on probation at the beginning of a semester must achieve a certain cumulative grade point average at the end of that semester in order to avoid suspension. A student may also continue on probation and avoid suspension if the semester grade point average is 2.50 or greater. Standards for continuing on probation are based on the cumulative grade hours the student has attempted. The chart below shows the grade point averages required in order to avoid suspension.

Probation Chart

Total Institutional GPA Hours	Placed on Probation	Continue of Probation (Avoid Suspension)	Removed from Probation
12 – 35	Below Total Institutional 2.00 GPA	*1.50 or higher Total Institutional GPA	2.00 or higher Total Institutional GPA
36 – 71	Below Total Institutional 2.00 GPA	*1.80 or higher Total Institutional GPA	2.00 or higher Total Institutional GPA
72+	Below Total Institutional 2.00 GPA	Only with semester Reprieve (see below) or by approved academic appeal	2.00 or higher Total Institutional GPA
*Semester Reprieve: Regardless of the Total Institutional GPA, a student may continue on probation and avoid suspension if the Current Term GPA is 2.50 or higher.			

First Suspension

Students unable to meet the standards shown above are suspended from USCB for two consecutive semesters (including Summer Term). Students have the right to appeal their suspension to the USCB Academic Appeals Committee no later than 14 days from the date on the suspension notification letter.

Returning after First Suspension

A first-time suspended student who is readmitted to USCB must meet a 2.5 current term GPA or higher each semester until the total GPA reaches the level above which suspension would occur (see chart).

Returning after a Subsequent Suspension

The duration of the second suspension is indefinite and the student can be considered for readmission only after being approved for reinstatement by action of the Academic Appeals Committee. A favorable decision by the Committee is unlikely within two years of the suspension.

Earning Academic Credit While on Suspension

A student on suspension is given an opportunity to reorder priorities and reassess his or her situation before returning. While serving suspension, a student may not be admitted to, or continue in, any academic program of the University. No student suspended from USCB for any reason may earn academic credit during the period of suspension, whether by residence elsewhere or by correspondence courses of any origin. Prior approvals for transient study will be revoked for suspended students.

Retention in Degree Programs

Students are reminded that the above regulations are for all University students. Some departments offer degree programs that have more stringent requirements for retention in those programs. Failure to meet the academic requirements of those degree programs may result in the student being asked to leave that program. Students should consult this Bulletin to review the specific degree retention requirements.

Academic Forgiveness

Under certain conditions former USCB students with less than a 2.00 cumulative GPA 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 USC campus for at least 48 months.
2. The student must have been readmitted to a USCB degree program and must have completed at least 24 hours of approved graded course work before 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 to the Provost.

If academic forgiveness is granted, the following applies 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 Provost, be applied toward the degree. All academic hours attempted at USCB will be calculated toward the GPA. The student's GPA will be recalculated 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 USC 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.

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 term grade point average of 4.00 earned on a minimum of 12 credited semester hours.
- Chancellor's Honor List: a term grade point average of 3.50 or higher 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 for college credit, excluding any attempted at other institutions at any time. This calculation will include all courses attempted, not just those submitted in fulfillment of graduation requirements. Honors designators are determined at the time of graduation and may not be applied retroactively.

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 must have earned at least 60 credit hours applicable toward the degree in residence at the University, 30 credit hours for an associate degree. Courses taken by a transient student at other institutions, by correspondence, by examination, or by exemption are not considered "in residence."

Summa Cum Laude	Total Institutional GPA of 3.95 – 4.00
Magna Cum Laude	Total Institutional GPA of 3.75 – 3.94
Cum Laude	Total Institutional GPA of 3.50 – 3.74

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 for the fall term who attended college for the first time in the prior summer. This also includes students who entered with advanced standing (college credits earned while in high school) or who were admitted under an alternative admission program (Provisional). 0-29 semester hours.

- Second Year (*Sophomore*): A student who has completed the equivalent of one year of coursework, 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 coursework, that is, at least 60 semester hours but not more than 90 semester hours in a 120 semester hour program.
- Fourth Year and Beyond (*Senior*): A student who has completed the equivalent of three years of full time coursework, that is, at least 90 semester hours in a 120 semester hour program.

Auditing

Select courses may be audited with instructor permission. Not all courses are available for audit. Auditing is granted on a space-available basis only. To audit courses, apply for admission as a non-degree student by submitting an admission application and fee. Audited courses are assessed the same tuition and fees as non-audited courses. Once audited, a course may not be taken for credit.

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 term add/drop day.

Change of Campus

Students wanting to transfer from USCB to another University of South Carolina campus must contact that campus for instructions on how to transfer. Both the current and new campus must approve the change. This procedure should be completed well in advance of the registration for a particular term.

If, after submitting a Change of Campus form, a student changes his or her mind, a new change form must be processed, reversing the initial action.

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 or Catalogs. 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.

Change of Name

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

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 have a cumulative GPA of 3.0 or higher and earned an average of "B" or better on all courses for which they were enrolled (minimum 12 semester hours) for the preceding semester. This exception must be approved by the academic Department Chair. Students not meeting this GPA criteria or who are new students must have the approval of their academic advisor if they have not declared a major yet. 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 Academic Calendar.

Students enrolled in 12 semester hours or more for the fall, spring, or summer semesters are considered full time 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.

Declaration of Major

Degree-seeking students with 60 credits or more are required to have a declared major in order to register for USCB courses.

Distance Education

Students interested in courses offered through distance learning must be officially admitted through the Admissions Office. All distance education courses meet the same University standards of prerequisites, sequence, etc., that are required in residence work and are subject to the same academic regulations.

Changes in Registration

Cancelled Classes

A class may be cancelled due to insufficient enrollment or for some other reason. When this happens, the academic department will notify enrolled students. Students are not responsible for withdrawing in this instance; however, they are responsible for adding any additional courses.

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 term add/drop day. 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 academic calendar.

Changes in Programs of Study

Students desiring to change their program of study - whether that involves a change of major, minor, advisor, or degree - must complete the appropriate form available from the Office of the Registrar.

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 the Department Chair. Deviations from degree requirements published in the Bulletin must be endorsed by the appropriate Department Chair and approved by the School Dean.

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. For shortened sessions this period will be 43 percent of the total number of class hours instead of six weeks.

Students dropping a course or withdrawing from the University after the first eight 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; refer to the process for withdrawing for extenuating circumstances.

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 follow the Self Service Carolina instructions when attempting to drop the last course. The Office of the Registrar can assist with the withdrawal process. The date of University withdrawal will be posted on the transcript.

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. A final examination may be made up at the discretion of the instructor within the University’s examination period with permission from the Provost.

Withdrawal for Extenuating Circumstances

If a student wants to withdraw from the University after the withdrawal deadline, s/he must file an academic appeal with the Office of the Registrar. Only exceptionally serious situations (e.g., medical condition) will be considered; the appeal must be submitted no later than the last scheduled final exam day of the term for which the student is appealing. If the drop/withdrawal is approved, it will apply to all term courses; the only exception is for courses where students have arranged an incomplete with the instructor.

Course Credit

The credit value of each USCB course is normally determined by the amount of formal instruction time per week for one semester. At least 700 minutes of instruction (and at least twice that for laboratory time) can be expected per credit hour. Credit hours for internships, field experiences, study abroad and other non-traditional lecture/laboratory courses will be determined based on State accreditation requirements, specialized accreditation requirements and best practices in the discipline or area of study. The semester hour credit for each course will be included in each course description.

No student suspended from USCB 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 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 Department Chair and School Dean. 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 a non-refundable \$25 fee per semester hour in the Cashier’s Office in advance of the examination. Credits earned are recorded with hours earned only.

Transfer Credit

Students transferring to the University from another college or University must have their transcripts evaluated by the Office of Admissions. This evaluation determines which transferred courses will be applicable toward USCB degree requirements.

Academic courses completed at regionally accredited institutions are normally transferable to USCB. 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 for transfer

to USCB. Exceptions to this rule may be made with endorsement by the Department Chair and approval by the School Dean and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program.

Students cannot receive degree credit for a course taken at the University if they 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 as evidenced by a signed and approved Transient/Concurrent form filed with the Office of the Registrar; and each course has been passed with a grade adequate for transfer purposes.

The Transient/Concurrent form is available from the Office of the Registrar for students interested in taking credits elsewhere for transfer to USCB. 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 School Dean.

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.

Transient Credit

USCB is accountable for the integrity of its degrees and it is essential that degree programs be closely monitored by University faculty. Therefore, students entering USCB to seek a degree should expect to complete the majority of their academic work at USCB. 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 academic advisor and Department Chair, students may take up to 18 semester hours of courses in transient status provided they are currently enrolled and in good standing; the courses are approved in advance as evidenced by a signed and approved Transient/Concurrent form filed with the Office of the Registrar; 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 both Department Chairs and the School Dean.

Students from another USC campus must obtain permission from their advisor or college dean/school head to take courses at USCB by completing a Transient/Concurrent form. Students typically register on their home campus for USCB courses. Once the work is completed, the grades automatically transfer and are included in the GPA calculation.

Students from outside the USC system must be admitted to USCB prior to taking courses. The Office of Admissions will send notification of acceptance as concurrent or transient students. Registration procedures

and academic calendar deadlines must be observed by all transient students. Once their work is completed, students from outside the USC system must request that an official transcript be sent to their home institution.

Degree Regulations

In Residence Requirements

"In residence" means that the student was regularly enrolled in courses at USCB; was a member of a class which was supervised by a regular faculty member of USCB; 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. If the student has not established credit for the prescribed number of hours in residence, then the student is not eligible to graduate from USCB.

To earn a USCB baccalaureate degree, of the last 38 semester hours earned, a minimum number of hours as shown in the chart below must be completed in residence at USCB. For Palmetto College students and Saturday Business students, of the last 46 hours earned, a minimum number of hours as shown in the chart below must be completed in residence at USCB. To earn a USCB associate degree, a minimum of 15 of the last 18 semester hours must be completed in residence at USCB. Some programs may impose greater student residence and/or major requirements. At least half of the hours of the student's major courses and of minor courses (if applicable) must be taken at USCB. Some programs impose greater student residence and/or major requirements.

Per Southern Association of Colleges and Schools Commission on Colleges requirement, in order for a degree to be awarded by USCB, at least 25% of the required hours for the degree must be earned in residence at USCB as shown in the table below:

Discipline	Degree	Hours	Hours Required in Residence
Associate of Arts	A.A.	60	15
Associate of Science	A.S.	60	15
Biology	B.S.	120	30
Business Administration	B.S.	120	30
Communication Studies	B.A.	120	30
Computational Science	B.S.	120	30
Early Childhood Education	B.A.	123	31
Elementary Education	B.A.	123	31
English	B.A.	120	30
English, with Secondary Language Arts Licensure	B.A.	123	31
History	B.A.	120	30
Hospitality Management	B.S.	120	30
Human Services	B.S.	120	30
Interdisciplinary Studies	B.A.	120	30
Mathematics	B.S.	120	30
Nursing	B.S.N.	127	32

Psychology	B.A.	120	30
Public Health	B.S.	120	30
Secondary Teacher Education Biology	B.S.	129	33
Sociology	B.A.	120	30
Studio Art	B.A.	120	30

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 on www.uscb.edu. The results of these examinations, combined with the grades for class performance, determine the final course grade given at the end of the semester. No final examination or deviation from the schedule may be held outside of the scheduled time without the special permission of the Provost.

A final course examination may or may not be cumulative and is at the discretion of the instructor. In courses such as seminars, internships, capstone, writing intensive courses and laboratories, final examinations may be replaced with another appropriate assessment. The decision to give a final examination in these courses shall be made by the instructor and published in the course syllabus.

For 16 week courses, exams, quizzes or tests may not be given in the week preceding final exam week as outlined in the table below:

Course Meeting Frequency	No exam, quiz or test be administered prior to the:
Online, hybrid or blended	5 days preceding the scheduled final exam
1 time per week	Last scheduled class meeting
2 times per week	Last 2 scheduled class meetings
3 times per week	Last 3 scheduled class meetings
≥ 4 times per week	Last 3 scheduled class meetings

Lab/practicum exams or class presentations may be scheduled in class meetings preceding the final examination.

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.

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

Indebtedness

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

Independent Study

Students of junior or senior standing may be afforded the opportunity to conduct independent study of a topic not covered in other courses under the guidance and supervision of a professor. All independent study courses must involve work which is clearly of an academic nature. The student must complete a significant body of work which is evaluated and graded.

A cumulative 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 degree may account for no more than ten percent of the total required credit hours for that degree.

Prior to enrolling in an independent study course, the student must complete an Independent Study Contract. The approval of the instructor, advisor, Department Chair and the Dean is required. The course instructor must submit a syllabus with the form. The completed form and syllabus are then submitted to the Office of the Registrar, where students will receive registration information.

Registration

To be officially enrolled in the University, students must be academically eligible, have their courses approved by their academic advisor, and complete the registration process in Self Service Carolina. Students are expected to complete registration (including the payment of all required fees) by the dates posted in the Schedule of Fee Payment to avoid cancellation of classes and payment of a late registration fee.

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 or if granted per USCB's Course Grade Forgiveness Policy. This includes PEDU activity courses (e.g., golf, karate); only one instance will count toward graduation hours.

Study Abroad

USCB offers programs open to students who wish to study in other countries. Language study, course work on foreign cultures, and extensive financial planning are critical parts of the planning process. Contact your academic department for more information.

Grading

Attendance

Students must complete all assigned work promptly, attend class regularly, and 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 at the beginning of the semester and placed on the course syllabus. It is of particular importance that a student who anticipates absences in excess of ten percent of the scheduled class sessions receive instructor approval from the before the last day to change schedule as published in the Academic Calendar.

The "10 percent rule" applies to both excused and unexcused absences, with the exception of students representing USCB at official events.

Attendance Policy for Students Representing USCB at Official On- and Off-Campus Events

USCB attracts gifted and talented students to our institution through scholarships and other benefits. At certain times, these students are required to attend events where they represent USCB. These students must to inform the faculty in writing of their required participation in official events as soon as the schedule is available. Given

that these students represent USCB, faculty are asked to give these students added consideration with regard to class requirements and procedures. This can allow them to still maximize their academic potential despite interrupted attendance as they represent USCB.

Grade Assignment

Course grades are determined by class participation and examination grades, combined in such proportion as the professor may decide. *Per USC system policy, assigned grades are not grievable.*

“A”, “B”, “C”, “D” represent passing grades in order from highest to lowest. “B+”, “C+”, “D+” may also be recorded. “F” represents failing performance. “FN” indicates the student stopped attending class and did not therefore complete course requirements. “AUD” indicates a course was carried on an audit basis. (See section on Auditing for more information.)

“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 may have up to 12 months in which to complete the work before a permanent grade is recorded. Re-enrolling in the course will not make up an Incomplete. An Assignment of Incomplete Grade form 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. Tuition Assistance guidelines do not allow 12 months for a permanent grade to be recorded. Contact the Military Education Office for Tuition Assistance guidelines.

“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.

“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 Academic Calendar) 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. However, the student remains financially responsible for the course tuition and fees.

“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.

Grade Changes

Grade changes based on transcription or computation errors shall be reported directly to the Office of the Registrar on the appropriate grade change form signed by the instructor and the department chair. 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

by the Provost. This does not apply to the routine makeup and extension of an “I” (incomplete) and posting of a permanent grade to replace the recorded “NR” mark. An “I” turns into a grade of “F” after one year; an “NR” turns into a grade of “F” after one semester. Special makeup work or examinations to change grades already recorded are not permitted.

Grade Forgiveness Policy

Every currently enrolled fully-admitted, degree-seeking student earning a “D+”, “D”, “F”, “FN” or “WF” in a USCB course may take up to two (2) courses (not to exceed 8 credits) for a second time for the purpose of grade forgiveness. Both the first and second grades shall appear on the USC permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. The GPA Hours and the Earned Hours will be removed from the first attempt. An explanatory notice will appear on the record. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

An eligible student wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her enrollment, but no applications will be honored after the degree is awarded. Applications for Grade Forgiveness should be submitted to the Office of the Registrar.

This policy does not preclude students from repeating classes multiple times, in accordance with program requirements, but only the second attempt at the class may forgive the original grade of D+, D, F, or WF. Only a regular letter grade can replace a forgiven grade. Grades of “W”, “I”, “S”, “U”, or “AUD” may not replace previous grades. Grades carrying an honor code violation sanction indicator of “X” are not eligible for grade forgiveness.

Established requirements for repeating classes, admission to, or progression in, specific academic programs of USCB take precedence over the grade forgiveness policy. Program or progression grade point averages are not affected by this policy. Refer to the guidelines for each program for specific requirements. Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness. Semester honors (Chancellor’s or President’s Honor List), academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy. Students who have been granted Academic Forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. Please refer to the Bulletin entry for Academic Forgiveness for Former USCB Students with Less Than a 2.00 Cumulative GPA.

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, I, 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 “F”, “FN”, “S”, “U”, “WF”, “W”, “I”, “AUD”, and “NR”.

Grade Information

Grade information is available online in Self Service Carolina.

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 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 who opt for the Pass/Fail grade may not later request a grade for the said course.
5. Students are permitted to take no more than eight courses on a Pass/Fail basis during their academic career.
6. A student wishing to exercise the option must have the permission of the Department Chair and the student’s academic advisor. The Pass/Fail Option form is used for this purpose.
7. The option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
8. Normal prerequisites may be waived for students taking a course on a Pass/Fail basis.
9. Courses taken under this option will be excluded from the calculation of the grade point average.
10. A grade of “S” will be entered for a regularly assigned passing grade; a failing grade will be registered as “U”.
11. 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.
12. 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 Office of Disability and have the approval of the Provost at the beginning of the semester. With the approval of the School Dean, learning-disabled students may meet specific degree requirements with a satisfactory grade.

Graduation

Students wanting to receive a degree must complete a degree application in Self Service Carolina by the published deadline for that semester. All courses counting toward the degree must meet all University regulations and requirements and those of the major department which they claim for graduation. This degree audit, after verification, forms the basis for the approval or rejection of students’ applications for graduation. A minimum 2.0 GPA Total Institutional GPA is required.

Second Baccalaureate Degree

USCB may confer a second baccalaureate degree upon candidates who have completed requirements for the second degree. A second degree candidate is a student who has declared two programs of study that fall under different baccalaureate degrees (i.e Bachelor of Arts and Bachelor of Science).

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 Department Chairs under each degree and the School Dean.
2. All major and program requirements for the second degree must be fulfilled. General education requirements are waived.
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. Note 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. A second major candidate is a student who has declared two programs of study that fall under the same baccalaureate degree (i.e Bachelor of Arts or Bachelor of Science).

1. The student must meet admission and program/progression requirements for the second major.
2. The student must have received approval from both Department Chairs 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.

Fulfillment of the requirements for a second major are indicated on the student's official transcript upon graduation. Students receive one diploma with both majors noted.

Commencement

It is the policy of the University of South Carolina Beaufort that students participating (i.e., "walking") in the commencement ceremony have completed or can reasonably complete outstanding degree requirements in a timely manner.

Participation in commencement does not signify degree conferral. Commencement is a ceremony conducted in anticipation of meeting all degree requirements. The University of South Carolina Beaufort holds a commencement ceremony once a year, at the end of each Spring term.

Diplomas are not awarded at the commencement ceremony. Degree conferral signifies official recognition of degree completion and occurs after the commencement ceremony. Upon receipt of grades and verification that outstanding university and program requirements have been met, the degree is awarded. The official transcript will indicate the degree conferral date and a diploma will be awarded.

Students who anticipate graduating are required to complete the *Graduation Application* in Self-Service Carolina. The application is available three times a year, in anticipation of graduation each Spring, Summer or Fall term. The Registrar publishes deadlines for receipt of the form. Upon receipt, the Registrar initiates a graduation "pre-check".

The "Pre-Check" verifies eligibility to participate in the commencement ceremony. Students are provisionally approved to participate in the commencement ceremony under the following circumstances:

- a. Student is expected to complete all degree requirements by the end of the current academic term.

- b. Student has 12 credits or fewer remaining after completing coursework in the current academic term.
- c. Student has completed degree requirements in the summer or fall term preceding commencement, and has not previously participated in a commencement ceremony.

Students with 13 or more credits to complete after finishing their current coursework will not be eligible to participate in commencement. Students who are determined to be ineligible are required to re-apply in the next term the student is expected to be eligible.

Students have the option to appeal for permission to participate in commencement, utilizing the USCB *Commencement Participation Appeal* form. Appeals must be filed no later than **March 30th**. Incomplete or late forms will be rejected.

Appeal Process

Level 1

Upon notification of denial from the Registrar, the student may appeal this decision by completing the USCB *Commencement Participation Appeal* form and submitting it to the Department Chair for consideration. Student will be notified within five (5) business days via written notification to the student and Registrar of the decision.

Level 2

In the event the student disagrees with the Chair's decision, the student may appeal to the Dean of the School for permission to participate in commencement. Student will be notified within five (5) business days via written notification to the student, Registrar and Department Chair of the decision.

Notification of Student Rights under FERPA

Notification of Student Rights under The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their 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, dean, head of the academic department, 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.
3. 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 his or her 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.
4. 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. USCB 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 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 his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.
- b. To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;
- c. To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, INS, the Comptroller General of the United States, state education 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 or the results of any disciplinary proceedings conducted by the University.
- i. The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.
- j. To students currently registered in a particular class, the names and e-mail addresses of others on the roster may be disclosed in order to participate in class discussion.

USCB has designated the following items as directory information: a student's name, electronic mail address, local and permanent mailing addresses and telephone numbers, identification card photograph, semesters of attendance, enrollment status (full- or part-time), date of admission, date of expected or actual graduation, school, major and minor fields of study, whether or not currently enrolled, classification (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 them.

5. 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, 600 Independence 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 Office of the Registrar at registrar@uscb.edu.

Students wishing to permit release of their academic records to specific individuals (e.g., parents) must complete and notarize a Release of Student Information form granting permission; the form is available online in the Office of the Registrar web pages.

Parents of dependent students may access their student's academic record by completing and notarizing the Parental Affidavit for Release of Information form available online in the Office of the Registrar web pages.

Transcripts

All USC-system official transcripts are issued by the Columbia campus. To order one visit registrar.sc.edu or call 803-777-5555.

An academic transcript 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.

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. Students can view their unofficial transcripts via Self Service Carolina.

University 101

University 101 (UNIV B101) is a three-hour seminar course, open for credit only to freshmen and to other students (i.e., transfer students) in their first USCB semester. This course provides an introduction to the nature and importance of university education and a general orientation to University functions and resources.

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 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.

Writing and Reading Intensive Classes at USCB

All degree programs at USCB require their majors to take at least one writing and reading intensive course beyond USCB's General Education English requirement.

Writing/Reading Intensive Course Definition: the definition of writing/reading intensive courses is established at the program level, but it usually requires (assuming APA or MLA comparable standards) at least 15 pages of formal out-of-class writing per semester and at least 40 pages per week of reading.

ACADEMIC SUPPORT

Student Success Center

Academic Skills Workshop

In an effort to provide our students with academic support and guidance beyond the classroom experience, the Academic Advising Office in conjunction with the Tutoring Center offer workshops that address study skills, learning styles, note-taking strategies, test-taking strategies, finals prep, APA and MLA formatting, and critical thinking. Other areas may also be addressed by request.

Advisement

Academic advisement for all new USCB students is initially handled by our Professional Academic Advisors. First-year students will be assigned an academic advisor once they have attended Orientation. Transfer students are assigned advisors based upon their number of earned credit hours and major.

Placement Assessments

All students who wish to enroll in any math or foreign language are required to take placement assessments in math, or the chosen foreign language (Spanish, French or German). These assessments are used to determine proficiency in the tested subject areas and permit exemption from lower-level courses with movement to appropriate upper-level course. **Course exemption does not automatically result in course credit.**

Students who have scored a 3 or higher on the AP Calculus Exam are not required to take the Math Placement Assessment. Students who are native speakers of a language other than English may exempt the foreign language requirement if they have taken the TOEFL and score either a 550 (on paper test), 213 (on computerized test), or 77 (on internet test).

USCB placement assessments can be taken online through Blackboard at <http://blackboard.uscb.edu>. In order to access USCB placement assessments, all students must have their USCB Network Username and Password. To retrieve your USCB Network Username and set up your Network Password, you will need to complete the process of setting up your VIP account. The placement assessments may be taken from home or any location with a computer and Internet access. Computers are available on either USCB campus library for anyone who does not have a computer at home. Students should allow 50 minutes for each exam.

Students who have questions should email placement@uscb.edu or call (843) 208-8049.

Tutoring Services

Tutoring Center services are available free of charge to all current USCB students. These services are designed to help students become independent and successful learners by assisting with developing better study skills, gaining a deeper understanding of course material, and promoting a positive attitude toward learning. Tutoring is available both by scheduled drop-in hours and by appointment. Tutoring schedules can be found at www.uscb.edu/tutoring.

The Center provides test proctoring services to students attending other colleges and universities. For more information visit www.uscb.edu/tutoring or email tutoring@uscb.edu.

Writing Center

The Writing Center is a component of Tutoring Services and offers students support in any aspect of the research and writing process. Tutors work with students to find specific strategies to improve their writing. Students can schedule meetings with our writing tutors at any stage of the writing process.

Title IX

Pursuant to Title IX of the Educational Amendments of 1972 and other applicable state laws and University of South Carolina EOP Policy 1.01, 1.02, 1.03 and 1.04, it is illegal to harass or discriminate against any individual (faculty, staff, student or visitor) on the basis of sex. Specifically Title IX states no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Sex discrimination prohibited by Title IX includes sexual harassment, sexual assault, sexual violence, and sexual misconduct. Title IX also prohibits retaliation against an individual who, in good faith, asserts his or her rights under Title IX or other applicable federal laws and state laws prohibiting illegal discrimination.

Any student who experiences sexual harassment (including sexual misconduct, sexual assault or sexual violence), harassment or discrimination on the basis of sex is encouraged to contact the Title IX Coordinator, who will work directly with the University of South Carolina's Student Complaint Coordinator/Deputy Title IX Coordinator. Students are also encouraged to contact the Department of Public Safety or the Office of Student Development to report alleged sexual harassment, sexual misconduct, sexual violence, or sexual assault or any other criminal behavior based upon their sex.

Any faculty or staff member who experiences sexual harassment (including sexual misconduct, sexual assault or sexual violence), harassment or discrimination on the basis of sex is encouraged to contact the Department of Public Safety or the Office of Student Development to report alleged sexual harassment, sexual misconduct, sexual violence, or sexual assault or any other criminal behavior based upon their sex.

Any administrator or person in a position with power over a student who receives notice of a student's complaint of alleged prohibited harassment, including sexual misconduct, sexual violence, sexual assault or any other criminal behavior based upon sex or discrimination, must immediately contact Kate Vermilyea or the Office of Student Development. Failure to immediately report any Title IX matter may result in disciplinary action against any person in a position of power over a student. Procedures for reporting and responding to complaints of discrimination, harassment or retaliation under Title IX can be found in the University's Policy on Prohibited Harassment and Discrimination, available at <http://www.sc.edu/eop/>.

Bookstore (Shark's Cove)

Shark's Cove Bookstore, under the management of Barnes and Noble Education, serves the campus community at the Bluffton Campus. Inventory includes all required textbooks, supplementary materials, study aids, school supplies and USCB Sand Shark imprinted clothing and gift items. Extended hours are offered each semester during fee payment.

Shark's Cove Bookstore
Bluffton Campus – Campus Center
65 University Parkway
Bluffton, SC 29909
Phone: 843-208-8020
www.sharkscovebookstore.com

Refund Policy

Shark's Cove Bookstore offers refunds and exchanges. Merchandise must be returned within 30 days of date of purchase and be in the same condition as when purchased. An original sales receipt is required for a full refund.

Textbooks

- A full refund will be given in your original form of payment if textbooks are returned with original receipt during the first week of class.

- With proof of a schedule change and original receipt, a full refund will be given in your original form of payment during the first 30 days of classes.
- No refunds on unwrapped loose leaf books or activated eBooks.
- No refunds or exchanges without original receipt.
- Textbooks must be in original condition.

All Other Merchandise

- General reading books, software, audio, video & small electronics receive a full refund if returned within 14 days of purchase with original receipt.
- All other merchandise: A full refund will be given in your original form of payment with original receipt
- Opened software, audio books, DVDs, CDs, music, and small electronics may not be returned. They can be exchanged for the same item if defective.
- Without a receipt, a store credit will be issued at the current selling price.
- Cash back on merchandise credits or gift cards will not exceed \$1.
- No refunds on gift cards, prepaid cards, phone cards, newspapers, or magazines.
- Merchandise must be in original condition.
- No refunds or exchanges without original receipt.

Book Buyback

Shark's Cove Bookstore conducts an "End of Term Buyback" at the end of each term, usually during Finals Week, in an effort to obtain used textbooks for the following term. The books bought for use at USCB are usually bought back at 50% of its original purchase value. It is Barnes & Noble Education policy to buyback books every day, year-round; this is known as "Daily Buyback." The books bought for use at other universities are purchased at the current "wholesale guide" rate. Shark's Cove Bookstore strives to purchase as many used books as possible from USCB students to assist with maintaining the lowest prices possible. Procedures and timeline for book buyback are posted in prominent locations and online at www.sharkscovebookstore.com.

Online Information

Students may access pricing and purchasing information at the Shark's Cove Bookstore website, www.sharkscovebookstore.com. Secure online purchasing is provided along with updated postings of purchasing, refund and buyback deadlines. Sand Shark merchandise is also available for purchase through the website.

Additional Contact Information

- Email: sm196@bncollege.com
- url: www.sharkscovebookstore.com
- facebook: www.facebook.com/sharkscovebookstore

Information Technology Services and Support

The Information Technology Services and Support unit enhances student learning by providing faculty with enhanced classroom technology and training on this technology. Podium computers, internet access, DVD players, projectors and document cameras are integrated into each classroom.

Interactive Video Conferencing classrooms and distance learning classrooms allow students to participate in remote classes and discussions, which would otherwise be inaccessible. This technology provides students with the ability to share experiences with a broader group of students and faculty. Lecture capture systems are also available for faculty to record classes for later review by students.

Computers and software are provided for student use in computer classrooms, libraries and collaborative learning spaces. These computers run Microsoft Windows operating systems, with the full Microsoft Office suite and other software supporting academic courses. Assistance is available at the Reference Desk in the Library for students on how to use technology to maximize their research and classroom experiences. Wireless access is available in all buildings on campus.

By providing security enhancement technology to our campus, such as our audible alert system (Sand Shark Alert), text message alert system and call boxes that are strategically located on campus, we are striving to provide a safe environment for our students to learn in.

Every effort is made to provide students with the most contemporary hardware, software, on-line services and Internet access. USCB provides a learning environment enhanced through the effective use of technology.

Libraries

The USCB libraries provide students with the resources, materials, and skills necessary for academic success at the University and for personal success as information-literate citizens and lifelong learners. The libraries purchase and organize well-rounded, accessible, curriculum-based collections and provide course-related instruction in the use of library research tools in all formats to classes and individuals.

USCB maintains two full-service library facilities: the USCB Beaufort Campus Library is located in the Sandstone building; the USCB Bluffton Campus Library is located on the first floor of the library building. Both libraries offer a full range of access services, electronic resources, general and specialized print collections on site, advanced technology, and a variety of study areas and comfortable lounge seating.

The USCB libraries offer students, faculty, and staff access to the USC system's online Millennium catalog and to statewide collections of full-text databases funded by the University, the General Assembly, CHE and the State Library. Additionally, the USCB libraries provide expanded searching capability by supporting a digital library of resources and by subscribing to general and discipline-specific electronic databases in the humanities, sciences, professions, literature, and the arts. Also through comprehensive interlibrary loan services and delivery systems through regional consortia, USCB provides access to resources available through libraries nationwide.

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's website at library.uscb.edu or call the libraries at 843-521-4122 (Beaufort Campus) or 843-208-8022 (Bluffton Campus) for a listing of current hours of operation. You may also consult the website 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 enrolled students:

Library Services

- Reference and research assistance
- Library instruction
- Computers for student and public access
- Public Wi-Fi access
- Information and technology literacy support
- Course reserves
- Access to full-text and citation databases
- Remote access from home to electronic resources
- Interlibrary loan borrowing and high speed document delivery

- Self-service photocopying equipment
- Scanners available for student use
- Video and still cameras available for checkout
- Online access to 3.1 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
- Juvenile book collections at both libraries for education majors
- State Government Documents located at the Beaufort Campus
- Archive of scholarly work in the USC institutional repository, Scholar Commons.
- DVD's available for viewing (library and classroom use only)
- Hawk's Nest Café located at the Bluffton Campus
- Outtakes Café located at the Beaufort Campus

Collections

- Book and bound periodical collections of 90,000+ volumes in print
- Access to 500,000+ E-books
- Journal and newspaper print collections of 150+
- Electronic full-text periodical title collections of 200,000+
- South Carolina state documents collection of 6,000+ items
- Media Collection of 1800+ CDs and DVDs
- USCB's Digitized Collections:
 - 19th century images of Native Americans and soldiers in the American West
 - Collected Civil War Papers of Colonel Benjamin Franklin Eshleman

Loan Periods

- Three weeks for current USCB students
- Six months for faculty and staff
- Varied loan periods for media, reserve, and interlibrary loan materials

DEGREE PROGRAMS

Advising Tracks, Certificates, Cognates, Concentrations, and Minors

USCB 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.

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 the minor. 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 or recommended for their degree program.

Advising Tracks

USCB uses advising tracks (i.e., patterns) to identify a plan of studies within a major or a plan of studies that helps prepare a student for future graduate work. For example, term advising tracks are used to describe the pre-professional programs such as pre-engineering, pre-law and pre-health. The use of tracks within Nursing and Spanish are examples of plans of studies within majors.

Pre-Engineering Track

The Pre-Engineering Track establishes a pathway and a coordinated advising system in order to facilitate the transfer of USCB students into the University of South Carolina College of Engineering and Computing (USC-CEC) engineering undergraduate degree programs. The Pre-Engineering Track is housed in the Department of Mathematics and Computational Science at USCB.

Pre-Law Track

Because law schools regularly accept students from a wide variety of majors, students may elect the pre-law track following their freshman year from any of USCB's traditional majors. The pre-law track combines additional classes in philosophy, political science and legal history with the regular requirements of students' chosen majors in order to prepare students for the LSAT, the examination required by law schools. The program is enhanced by an optional internship program offering practical experience gained by working with members of the legal profession in the Lowcountry. USCB has designated pre-law advisors to help students plan for law school. For more information on the Pre-Law Track, email prelaw@uscb.edu.

Pre-Health Tracks

The Health Professions Preparatory Track at USCB combines the requirements of an undergraduate degree with core science courses to prepare students with the knowledge and skill set required of competitive candidates for health professional graduate programs.

Featuring small classes and laboratory settings staffed by experienced, attentive faculty scholars, formal study is also enhanced by an on-site health professions advisor who assists each student with preparation for medical, dental, veterinary and pharmacy schools. The pre-health track can also prepare students for professional programs such as physician assistant, physical therapy, and dental hygiene.

For more information about the Health Professions Preparatory Track, call 843-208-8108 or email sciences@uscb.edu.

Certificate Programs

Certificate programs are an organized series of courses with fewer requirements than degree programs. Certificates are available only to students who are concurrently enrolled in baccalaureate degree programs. The certificate and baccalaureate degree are earned simultaneously; the certificate will be awarded along with the baccalaureate degree upon graduation. Courses used to satisfy requirements for the certificate may apply toward a student's general education or program requirements but cannot be applied toward the major. Students must complete an Application for Certificate form prior to graduation. Certificates are issued by the Department Chair and are recorded on the academic transcript.

Certificates in Spanish

Certificates in Hispanic Studies/Culture and Professional/Business Spanish bring increased awareness of other cultures, the need for foreign language skills and interest in international business. Students cannot earn a Certificate in Spanish and a Minor in Spanish.

For more information, call 843-208-8230.

Certificate in Professional/Business Spanish - 24 Credits

SPAN B101 Beginning Spanish I	3
SPAN B102 Beginning Spanish II	3
SPAN B201 Reading and Written Expression	3
SPAN B202 Oral Communication	3
SPAN B301 Advanced Conversation and Grammar	3
SPAN B302 Advanced Composition and Grammar	3
SPAN B316 Business Spanish	3
SPAN B417 Advanced Business Spanish	3
Minimum Total Certificate Credit Hours	24

Certificate in Hispanic Studies/Culture - 24 Credits

SPAN B101 Beginning Spanish I	3
SPAN B102 Beginning Spanish II	3
SPAN B201 Reading and Written Expression	3
SPAN B202 Oral Communication	3
SPAN B301 Advanced Conversation and Grammar	3
SPAN B302 Advanced Composition and Grammar	3
SPAN B300+ (any Spanish course 300+)	3
SPAN B300+ (any Spanish course 300+)	3
Minimum Total Certificate Credit Hours	24

Certificate in Gerontology – 18-21 Credits

SOCY B313 Sociology of Aging	3
PSYC B328 Psychology of Aging	3
HMSV B303/SOCY B303/PSYC B303 Principles of Gerontology.....	3
Internship/Practicum ¹	3-6
Elective ²	3
Elective ²	3
Minimum Total Certificate Credit Hours	18-21

¹An Internship/Practicum to be completed in the major at a site relevant to aging and approved by the Gerontology Certificate Coordinator.

²Courses that include an aging focus from a pre-approved list across disciplines.

Cognates

A cognate is a minimum of 12 hours in advanced-level (i.e., above the prerequisite 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 program 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. Completion of a cognate is not recorded on the academic transcript. Requirements for individual cognates are available from the student's academic advisor.

Concentrations

A concentration refers to a series of courses that display a distinctive curricular pattern within the major. Concentrations usually have a minimum of 15 credit hours. Contact the appropriate academic department for details. Concentrations are not listed on the diploma but are noted on the academic transcript.

Department of Business Administration

BUSINESS ADMINISTRATION

- concentration in Accounting
- concentration in Management
- concentration in Marketing

Department of English, Theater, and Interdisciplinary Studies

ENGLISH

- concentration in Creative Writing
- concentration in Professional Writing

Department of Visual Art & Design

STUDIO ARTS

- concentration in Media Art

Department of Natural Sciences

BIOLOGY

- concentration in Biomedical Sciences
- concentration in Coastal Ecology and Conservation

Minors

A minor is intended to develop a coherent basic preparation in a second field of study. Students who do not major in these fields may pursue a minor. It differs from a cognate in that the courses must be concentrated in one area and should follow a structured sequence. Students interested in proposing individualized minor programs of study should seek the advice of the academic department. Students who do not major in these fields may pursue a minor.

A minor consists of a minimum of 18 hours specified by a discipline. At least half of these hours must be completed at USCB and the student must pass all courses completed for the minor with a grade of 'C' or better. Courses used to satisfy requirements for the minor may apply toward a student's general education or program requirements but cannot be applied toward the major. If a student elects more than one minor, these minors may not have any courses in common. Courses used to satisfy requirements for a minor that was conferred at least 5 years ago may apply towards a student's general education requirements, program requirements, and major requirements.

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. Minors are not noted on the diploma.

Because choice of a minor and course selection within the minor differently impact students' academic credentials, you are strongly encouraged to consult your advisor before declaring a minor. USCB offers the following minors:

Anthropology

ANTH B101 and B102 and 4 additional courses at the 300+ level.

Art History

ARTH B105 and ARTH B106 and 4 additional ARTH courses at 200+ level. No area distributions required. (PHIL B313 Philosophy of art may also fulfill the requirements; however students majoring in Studio Art who wish to minor in Art History cannot apply PHIL B313 to the latter).

Business

ECON B221 and ACCT B225 are required and should be taken before the remaining courses. Choose any four from the following: ACCT B226, BADM B345, BADM B363, BADM B383, MKTG B350, MGMT B371, MGMT B374, MGMT B376, or MGMT B473.

Chemistry

CHEM B321/B321L, CHEM B333/B331L, CHEM B334/B332L, and 4-6 additional hours at 300+ level.

Communication Studies

COMM B140 or B230; COMM B190, COMM B201, and 3 additional COMM courses at the 300 level or above. No more than 3 hours of COMM B399 may count toward the minor requirements.

Computer Science

At least one programming course (selected from CSCI 102, 104, and 145), CSCI 211, an additional 200 level course, and three Computer Science courses chosen from the 300+ level.

Data Science

18 credit hours, including:

- CSCI B145: Java Programming and Algorithmic Design
- CSCI B320: Database Systems and Management
- MATH B174: Discrete Mathematics for Computer Science
- MATH B230: Linear Algebra
- STAT B202: Elementary Statistics II or STAT B340: Introduction to Probability and Statistics
- Additional 3 credit hours chosen from: CSCI B146: Algorithmic Design II, MATH B142: Calculus II, or any 300+ level CSCI, CSXE, or MATH course.

English Minor in Literature

6 credits of literature courses ENGL B201 and above, and 12 credits of literature courses ENGL B301 and above.

English Minor in Creative Writing

3 credits of ENGL B222 Creative Writing Across the Curriculum, 3 credits of literature courses ENGL B201 and above, 3 credits of literature courses ENGL B301 and above, 9 credits selected from ENGL B322, B464, or B465 (with instructor consent, B464 and B465 can be taken twice for credit)

English Minor in Professional Writing

3 credits of ENGL B460 Professional Writing Workshop, 6 credits selected from ENGL B450 through ENGL B470 (all language and writing courses), 6 credits of ENGL B200 and above (1 credit courses can work), and 3 credits of ENGL B300 and above (1 credit courses can work).

French

FREN B201, B202, one of B290 or B295 (or HRTM B295), B301 plus two additional courses at 300+level. Only one course taught in English can be applied to this minor.

History

21 hours of 300+ level history credit split along the following lines: Two courses in European History, pre- and post-1660, Two courses in American History (pre-and post-1860), one non-Western course (any period), and two additional courses numbered 300 or above.

Hospitality Management

HRTM B110, B260 and B280, and three additional courses, at least two of which must be at the 300+ level.

Human Services

HMSV B180, HMSV B190, HMSV B280, HMSV B290. In addition the minor requires one upper level (300+) psychology course and one upper level (300+) sociology course.

Intellectual History

IDST B297; ENGL B290 (may not be taken for minor credit by English majors), HIST B345, or PHIL B212; IDST B497; two courses from one of the following groups, plus two courses in separate groups:

- PHIL B201, RELG B203, ENGL B395
- ARTH B315, ENGL B380, ENGL B401
- ARTH B320, ENGL B381, HIST B420 (may not be taken for minor credit if used as major credit in History or Spanish)
- ENGL B382, ENGL B383, ENGL B384, FREN 400 (for students concentrating on French studies), PHIL B202, ARTH B335, ENGL B385, ENGL B386, HIST B421 (may not be taken for minor credit if used as major credit in History or Spanish), PHIL B301

Two of the following courses may be used as a single grouping for students majoring in Spanish, provided they are not counted for major credit: SPAN B400, SPAN B401, SPAN B402, SPAN B405.

Interdisciplinary Minor in Film Studies

IDST B297 and 15 credits from at least three different disciplines. The following courses are approved for the minor: ARTE B101, COMM B398, COMM B400, ENGL B180, ENGL B472/THEA B472, ENGL B481, MART B102, MART B210, MART B250, MART B310, MART B350, MART B410, MART B481, PHIL B363/IDST B363, SPAN B380, THEA B170, THEA B201, THEA B333, and THE B370.

In addition, other courses from various disciplines may be advertised on a semester-by-semester basis that are approved by the Interdisciplinary Studies Program Coordinator

Philosophy

PHIL B110 or B111 (which may also be taken to satisfy a General Education requirement). Two courses in the history of philosophy, one course in philosophical ethics or aesthetics, and two elective courses in philosophy at the 300+ level.

Psychology

PSYC B101, three PSYC courses from PSYC B302, B311, B321, B331, B341, B361, B401, B451, and two PSYC courses numbered 210 or above (one course only of which may include PSYC B399, B498, or B499).

Public Health

HPRO B310, HPRO B450, and four additional courses from the following list: HPRO B315, B320, B330, B340, B360, B410, B420.

Sociology

SOCY B101, SOCY B497, and 4 additional courses at the 300+ level.

Spanish

SPAN B201, B202, B301 and three additional courses at the 300+ level. SPAN B398 can be taken only once. A grade point of 2.0 or better is required for all courses in the Spanish major.

Studio Art

ARTS B103 or B111, ARTH B105 or B106, and 4 additional ARTS courses at 100+ level.

Theater

THEA B170 or THEA B200, THEA B201, THEA B301 or THEA B302, and three additional THEA 300+ level courses.

General Education Requirements

Purpose Statement

The General Education curriculum is designed to provide USCB students 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 students who successfully complete the General Education program have a broad, well-rounded education that will enable them to succeed in their future studies or the workplace and more fully understand their place in the world and get the most out of life.

The USCB General Education curriculum adheres to the USC System Common Curriculum which is designed to recognize the essential curricular requirements that already exist at all USC institutions and are common to all of them. The USC System Common Curriculum states that all students in the USC System must adhere to the following requirements in addition to the individual institution's own general education and major program requirements. Specifically, the Common Curriculum is described as follows:

<u>Competency Category</u>	<u>Credit Hours</u>
Communication – Writing	6 Hours
Communication – Speech	3 Hours
Numerical/Analytical Reasoning	6 Hours
Foreign Language or Culture Studies	3 Hours
Natural Sciences	7 Hours
Social or Behavioral Science	3 Hours
History	3 Hours
Total Hours	31 Hours

Program Goals

USCB’s general education program is committed to assessment and continuous improvement and it is committed to ensuring that all students completing the program meet the following student outcomes:

USCB seeks to ensure that all students who complete the General Education program are able to...

- Formulate a thesis, organize complex ideas, support ideas with appropriate evidence and render them in coherent, grammatical and properly punctuated written English.
- Read and think carefully, analytically and critically.
- Communicate effectively in spoken English.
- Find, evaluate and appropriately use information.
- Effectively use common computer hardware and software.
- Perform basic mathematical calculations and interpret data intelligently.
- Understand the scientific method and the fundamentals of the physical or life sciences.
- Understand and appreciate literature and the fine arts and their place in the culture.
- Understand the development of a culture over time and use a broad historical perspective to understand their position in the world.
- Understand human behavior from the perspective of at least one of the social/behavioral sciences.
- Demonstrate a working knowledge of at least one foreign language.
- Recognize and value diversity and understand global and cultural perspectives.

The Curriculum (inclusive of the USC system common curriculum)

General Education Requirements.....37-46

English 6
Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of “C” or higher.

Numerical and Analytical Reasoning 6
MATH B101 or higher mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech
COMM B140, B201, or B230..... 3

Liberal Arts
Liberal Arts Elective (Humanities or Social/Behavioral Sciencs¹) 6
HIST B101, B102, B111, B112, B115, or B116..... 3
Fine Arts² 3
Social/Behavioral Science³ 3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, COMM, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be take for credit. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of the foreign language requirement for bilingual speakers: students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.

Global Citizenship and Multicultural Understanding0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

Programs of Study

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 successfully complete all freshman requirements may not enroll in courses in their major field beyond the sophomore level. Students who are 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.

SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DR. CHARLES SPIRRISON – INTERIM DEAN

Department of English, Theater, and Interdisciplinary Studies – *Dr. Lauren Hoffer, Chair*

English (Bachelor of Arts) – *Dr. Lauren Hoffer, Program Coordinator*

English, with Secondary English Language Arts Licensure (Bachelor of Arts) – *Dr. Lauren Hoffer, Program Coordinator*

Interdisciplinary Studies (Bachelor of Arts) – *Dr. Erin McCoy, Program Coordinator*

Professor Emeritus

Haist, Gordon, Ph.D., Southern Illinois University

Professors

Malphrus, Ellen, Ph.D., University of South Carolina

Associate Professors

Kilgore, Robert, Ph.D., University of South Carolina

Hoffer, Lauren, Ph. D., Vanderbilt University

Assistant Professors

Barnes, Mollie, Ph.D., University of Georgia

McCoy, Erin, Ph.D., University of Louisville

Pate, George, Ph.D., University of Georgia

Ricardo, Elizabeth, M.F.A., University of Georgia

Skees, Murray, Ph.D., University of Kentucky

Swofford, Sarah, Ph.D., University of Michigan

Instructors

Leaphart, Amy E., M.A., University of South Carolina; M.S., The Citadel

McQuillen, Jeffrey, M.A., Clemson University

Adjuncts

Bowen, J.C., M.A., University of South Carolina

Collins, Leslie, M.F.A., Georgia State University

Department of Visual Art & Design – *Christopher Robinson, Chair*

Studio Art (Bachelor of Arts) – *Christopher Robinson, Program Coordinator*

Visiting Professor

Robinson, Chris, M.F.A., University of Massachusetts

Associate Professors

Ciresi, Lisa Victoria, Ph.D., Rutgers University

Assistant Professors

Angell, Joanna, M.F.A., University of Georgia

Adjuncts

Keats, Kim, M.F.A., Georgia Southern University
Lovell, Laurie, M.F.A., Savannah College of Art and Design
Penner, Chad, M.F.A., University of South Carolina

Department of Humanities – *Dr. Brent Morris, Chair* **History (Bachelor of Arts) – *Dr. Brent Morris, Program Coordinator***

Professors

Landrum, Robert, Ph.D., University of Wisconsin-Madison
Villena-Alvarez, Juanita, Ph.D., University of Cincinnati

Associate Professors

Griesse, James, Ph.D., Catholic University of America
James, Timothy, Ph.D., University of Chicago
Morris, Brent, Ph.D., Cornell University

Assistant Professor

Pawelek, Lukasz, Ph.D., Wayne State University

Instructors

Lewis-Kratky, Rena, M.Ed., College of Charleston
Palmer, Kirsten, MAT, University of South Carolina

Adjuncts

Coccia, Joseph, M.A., Wayland Baptist University
Fryer, T. Bruce, Spanish, Ph.D., University of Texas Austin
McCallister, Stephanie, M.A., Kansas State University
Trask, Mary, M.A., New York University
Wise, Stephen, Ph.D., University of South Carolina

Department of Social Sciences – *Dr. Randy Lamkin, Interim Chair* **Communication Studies (Bachelor of Arts) – *Dr. Brett Borton, Program Coordinator*** **Human Services (Bachelor of Science) – *Dr. Najmah Thomas, Program Coordinator*** **Psychology (Bachelor of Arts) – *Dr. Cindy Lahar, Program Coordinator*** **Sociology (Bachelor of Arts) – *Dr. Randy Lamkin, Program Coordinator***

Distinguished Professor Emeritus

Spirrison, Charles, Ph.D., University of Southern Mississippi

Associate Professor

Cohan, Deborah, Ph.D., Brandeis University
Fitzgerald, Carey, Ph.D., Central Michigan University
Lahar, Cindy, Ph.D., Brandeis University
Violette, Jayne, Ph.D., University of Kentucky

Adjunct Associate Professor

Lamkin, Randy, Ph.D., University of Connecticut

Assistant Professors

Borton, Brett, Ph.D., University of South Carolina
Cavanagh, Kimberly, Ph.D., University of South Carolina
Roberts, Summer, Ph.D., Florida State University
Robinson, Dawn, Ph.D., Georgia State University
Sawyer, Caroline, Ph.D., University of Memphis
Thomas, Najmah, Ph.D., Virginia Commonwealth University
Thompson, Jody, Ph.D., Central Michigan University

Instructor

Wesla, Fletcher, Ph.D., University of Tulsa

Adjuncts

Abraham, Anton, Dipl.-Soz., Dresden University of Technology
Borders, III, Andrew J., M.A., Marshall University
Deneeve, Ian K.M.A., University of Kentucky
Ezedi, Shannel, M.S., Virginia State University
Glasson, Claire, M.P.A., Arizona State University
Glasson, James, M.A., University of Rhode Island
Godowns, Katie, M.A., Liberty University
Hampson, Courtney, M.A., Monmouth University
Hunnicut, Melodie, M.Ed., University of South Carolina
King, Kimberly, M.A., California State University, Sacramento
Mincey, Rhonda, M. Ed. Armstrong State University
Morgan, Daniel R., M.S., Utah State University
Nadeau, Angela, M.A., Lesley University
Spirrison, Charles, Ph.D., University of Southern Mississippi
Teixeira, Ana, Ph.D., University of North Carolina at Chapel Hill
Williams, Ellen, Ph.D., University of Tennessee
Wilson, Linda, Ph.D., Boston College

ENGLISH (BACHELOR OF ARTS)

- CONCENTRATION IN CREATIVE WRITING
- CONCENTRATION IN PROFESSIONAL WRITING

Purpose Statement

Through the study of literature and writing—creative/professional/critical—the B.A. in English at USCB is dedicated to cultivating in its students a broad cultural awareness and the skills to engage in inquiry and ongoing discourses. In our programs, students hone analytical thinking, deep reading, and rhetorically effective writing as interdependent practices. The degree also fosters in students a keen understanding of the English language as they interpret texts and produce them across contexts. By providing opportunities for students to become well-rounded, socially aware, and empathetic citizens, professionals, and people, our English degree prepares graduates to read the past, inhabit an ever-changing present, and step confidently into the future they help imagine into being.

Program Goals

The main objective of the program is to advance the development of graduates who connect texts and worlds, and who connect their individual lives to the regional and global communities of which they become a part. The English major prepares these graduates for a wide range of professional, civic, and personal opportunities through the work of self-determination in a supportive and challenging environment.

The program also promotes the wider aims and goals of the humanities in dynamic social, political, and economic spaces, investing in the ongoing cultural work that we collectively inherit and reinvent.

USCB seeks to ensure that all students who complete the Bachelor of Arts in English...

- Demonstrate attention to detail through deep reading practices that synthesize formal, intertextual, and contextual literacies to analyze the nuanced play of language across periods, histories, geographic or national spaces, and cultural differences.
- Compose texts creatively, coherently, and persuasively with responsiveness to various purposes, audiences, contexts, and media.
- Explore literature in English as a body of knowledge open to multiple interpretations and formulate their own interpretations in ways that reflect awareness of and diverse approaches to aesthetic values, generic conventions, historical contexts, as well as cultural and ideological orientations.
- Critically apply theoretical and philosophical frameworks to the positions they articulate and communicate how they impact perspectives on texts, movements, and cultures.
- Demonstrate intellectual and practical sensitivity to multiple perspectives and identities for the purpose of empathetic civic engagement across local, national and global communities, and articulate the complexities of challenging discourses and institutions.
- Design and manage sophisticated projects, broadening their thinking and developing their ideas through scholarly research and writing processes that focus on inquiry and conversation for academic and public audiences.

Curriculum

The Bachelor of Arts with a major in English is designed to be flexible enough to provide the student with a strong background for graduate studies in English or preparation for such professions as business, law, medicine, journalism, library science, religious work, advertising, public relations/marketing and other careers that utilize both creative and professional writing skills. For more information about what is possible with a degree in English, please visit <http://uscb.edu/english> and click on “Why English?”.

The English faculty recommends that students majoring in English take ENGL B105 (Enhanced Composition) and ENGL B106 (Enhanced Composition and Literature) instead of ENGL B101 and B102. Students who are planning to

attend graduate school in English should take an entire second year of foreign language and take, as electives, as many upper-level English courses as possible.

Students seeking the bachelor’s degree in English must earn a grade of “C” or better in all required English courses at the 200 level and above in order for those courses to count toward their major program. English majors are limited to no more than 6 hours of ENGL B399 credit.

A grade of “C” or better in ENGL B102 or B105, or its equivalent, is a prerequisite for all English courses at the 200 level or higher.

An exit survey is required of all graduating seniors.

Honors in English: Students may elect to pursue honors in English. To apply for the honors program in English students must have at least 15 credits in the major at the 200 level or above, with a USCB GPA of at least 3.5 and a GPA in the major of at least 3.7. To graduate with honors in the major, students must continue to meet these GPA standards until graduation. For acceptance into the program, students must submit an application with a statement of intent signed by a faculty sponsor. Honors students will be expected to complete a senior thesis and will submit a prospectus and bibliography for approval by the English Honors Committee by the spring semester of their junior year. In the first semester of their senior year, honors students will then take ENGL B497H (Reading for Senior Thesis: Honors), followed in the second semester by ENGL B499H (Senior Thesis: Honors). The program will culminate in a public presentation of part of the senior thesis.

I. General Education Requirements with Notes for Majors 37-46

English 6

Each with a grade of “C” or higher:

ENGL B101 or B1053

ENGL B102 or B1063

English majors are strongly encouraged to take ENGL B105 and B106.

Numerical and Analytical Reasoning6

MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

COMM B140, B201 or B2303

Liberal Arts

Liberal Arts Electives (humanities or social/behavioral sciences)¹6

HIST B101, B102, B111, B112, B115, or B1163

Fine Arts²3

Social/Behavioral Sciences³3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement. English majors may use 6 hours of their major prerequisites toward this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural

science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’s language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.

Majors: *requirements in this category will be fulfilled by Program Requirements in (II) below. No additional courses are required.*

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH 452, COMM B450, EDCI B322, **ENGL B270**, ENGL B291, GEOG B121, GLST BB01, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements (each with a grade of “C” or higher)..... 24-27

Foreign Language 0-3

Students shall demonstrate proficiency in one foreign language by placing into a 202 level or better on a USCB foreign language proficiency test or achieving a passing grade in a 201 course.

History (an additional selection from HIST B101, B102, B111, B112, B115 or B116) 3

Philosophical Reasoning (a course from PHIL excluding B110 & B111) 3

Humanities 3

Course from African American Studies, English, fine arts, foreign languages and literatures, history, philosophy (except B110 & B111) or religious studies

Major Prerequisites

ENGL B200 3

ENGL B287.....	3
ENGL B288.....	3
ENGL B289.....	3
ENGL B270 or ENGL B290.....	3

At least one course from 200, 270, 287, 288, 289, or 290 should be completed before the student takes any courses at the 300 or 400 level. Students are encouraged to complete all five of the foundational 200-level English prerequisites as early in the major as possible.

II. Major Requirements (each with a grade of “C” or higher) 30

General Major

Two courses in pre-1800 literature at the 300 level or higher ⁴	6
Three courses in post-1800 literature at the 300 level or higher ⁵	9
ENGL B441 or B442: a course in literary theory.....	3
Four additional courses at the 300 level or higher ⁶	12

⁴ENGL B301/THEA B301, B310, B380, B381, B382, B395, B401, B402, B403, B405, B406, B407, or B410. Also ENGL B419, B429, B435, or B439 when the topic is appropriate.

⁵ENGL B302/THEA B302, B384, B385, B386, B397, B411, B412, B413, B420, B421, B422, B423, B424, B425A, B425, B426, B427, B428, or B437. Also ENGL B419, B429, B430, B435, or B439 when the topic is appropriate.

⁶With instructor consent students may take ENGL B464 and ENGL B465 twice each for credit.

Professional Writing Concentration⁷

Students may elect to pursue a Professional Writing Concentration in English by taking the “four additional classes at the 300 level or higher” in the General Major in the following way:

- 3 credits from ENGL B460 Professional Writing Workshop,
- 6 credits from ENGL B450 through B470 (all language and writing courses),
- 3 credits from ENGL B466 Writing Internship, B498 Senior Seminar, or B499 Senior Thesis

⁷With instructor consent students may take ENGL B460 twice for credit.

Creative Writing Concentration⁸

Students may elect to pursue a Creative Writing Concentration in English by taking the “four additional classes at the 300 level or higher” in the General Major in the following way:

- 9 credits of ENGL B322 Playwriting, B464 Poetry Workshop, B465 Fiction Workshop, and
- 3 credits of ENGL B498 Senior Seminar or B499 Senior Thesis

⁸With instructor consent students may take ENGL B464 and ENGL B465 twice each for credit.

IV. Electives 26-29

Total hours required 120

An exit survey is required of all graduating seniors.

ENGLISH, WITH SECONDARY ENGLISH LANGUAGE ARTS LICENSURE (BACHELOR OF ARTS)

Purpose Statement

The purpose of the core B.A. in English at USCB is to cultivate in its students a broad cultural awareness and the ability to think critically, read deeply, and write effectively, through study of literature, textual and cultural analysis, writing, and the English language itself. The B.A. in English, with Secondary English Language Arts (ELA) Licensure extends these purposes to prepare students for secondary education certification and careers in education—from teaching, curriculum design, and educational policy to leadership positions in program development, corporate training, consulting, and more in non-profit organizations or business settings. The program will target students from and support USCB’s four county service area and is central to USCB’s mission to respond to regional needs, draw upon regional strengths, and prepare graduates to contribute locally, nationally, and internationally.

Program Goals

The main objective of the program is to produce knowledgeable, qualified, and professional secondary teachers in English Language Arts, in accordance with South Carolina standards and with the National Council for Teachers of English (NCTE) Standards for Initial Preparation of Teachers (Grades 7-12).

As a B.A. in English, the program will also produce graduates with the strong critical thinking, reading, and writing skills characteristic of English majors and prepare them for the wide range of career opportunities available to trained teachers beyond the classroom, should they choose not to teach.

USCB seeks to ensure that all students who complete the Bachelor of Arts in English, with Secondary English Language Arts Licensure are teacher candidates who...

- demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers,
- demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users,
- plan instruction and design assessments for reading and the study of literature to promote learning for all students,
- plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students,
- plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs,
- demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts,
- are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.
- are able to think, read, and write critically and creatively

Candidate Progression

Each of USCB’s 5 teacher certification tracks has four levels through which candidates must progress in order to successfully complete the educator preparation program. These levels are outlined in the table below, with each level acting as a transition point for program progression to the next benchmark.

Program Benchmark	Requirements for Entry
Pre-Professional	<ul style="list-style-type: none"> • Attend the Pre-Professional Orientation prior to the completion of EDCI 100*
Professional	<ul style="list-style-type: none"> • Maintain a cumulative 2.75 GPA in all undergraduate coursework. • Complete all pre-professional and all required content area courses with a “C” or better in each course. • Attain an overall GPA of 3.0 in all required content area courses. • Attain an overall GPA of 3.0 in all Department of Education courses. • Complete all general education and pre-professional program course requirements. • Achieve passing scores on all three sections of the Praxis Core exam or earn a 22 on the ACT or 1650 on the SAT.** (See Appendix for details.) • Complete a criminal background check from SLED. • Complete 25 hours working with children or adolescents or the Teacher Cadet Program. • Attend the Professional Program Orientation • Earn an average Academic Disposition rating score of 2.5 or higher
Internship	<ul style="list-style-type: none"> • Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Internship Eligibility Presentation.
Program Completion	<ul style="list-style-type: none"> • Pass the clinical internship • Pass the Internship Seminar • Pass the Capstone Portfolio • Receive a college recommendation for educator certification to teach in South Carolina.

*Teacher Cadet candidates must attend an orientation prior to applying for the Professional Program

**Must have a score of at least 550 on each section of the SAT – math, reading, and writing

Curriculum

A grade of “C” or better in ENGL B102 or B106, or its equivalent, is a prerequisite for all English courses at the 200 level or higher.

Students seeking the bachelor’s degree in English, with Secondary English Language Arts Licensure 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.

I. General Education Requirements with Notes for Majors37

English..... 6

Each with a grade of “C” or higher:

ENGL B101 or B105..... 3

ENGL B102 or B106..... 3

English majors are strongly encouraged to take ENGL B105 and B106.

Numerical and Analytical Reasoning 6

MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

COMM B140 or B230 3

Liberal Arts

Liberal Arts Electives (humanities or social/behavioral sciences)¹6

HIST B101, B102, B111, B112, B115, or B1163

Fine Arts² 3

Social/Behavioral Sciences³ 3

¹English majors use 6 hours of their major prerequisites (ENGL B200, B287, B288, or B289) toward this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSC1, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages..... 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’s language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

Global Citizenship and Multi-cultural Understanding to be fulfilled by ENGL B270.

II. Pre-Professional Program Courses (each with a grade of “C” or higher)54

Core Major Courses*

ENGL B200	3
ENGL B270	3
ENGL B287	3
ENGL B288	3
ENGL B289	3
ENGL B432	3
ENGL B442	3
ENGL B450	3
ENGL B453	3
ENGL B460	3
ENGL B470	3

* At least one course from B200, B270, B287, B288, or B289 should be completed before the student takes any courses at the 300 or 400 level. Students are encouraged to complete all five of the foundational 200-level English prerequisites as early in the major as possible.

Education Courses*

EDCI B100	3
EDCI B243	3
EDRD B319	3
EDFO B321	3
EDPY B335	3
EDRD B429	3
EDCI B441	3

* EDCI B100 is a pre-requisite for most other courses in Education and should be taken during the first year.

III. Professional Program Courses (each with a grade of “C” or higher)32

EDEX B300	3
ENGL B300+ in PRE-1800 Literature ⁴	3
ENGL B300+ in POST-1800 Literature ⁵	3
ENGL B480	3
ENGL B481	4
ENGL B482	3
ENGL B483	12
ENGL B490	1

⁴ ENGL B301/THEA B301, B380, B381, B382, B395, B401, B402, B403, B405, B406, B407, or B410. Also ENGL B419, B429, B430, B435, or B439 when the topic is appropriate.

⁵ ENGL B302/THEA B302, B384, B385, B386, B397, B411, B412, B413, B420, B421, B422, B423, B424, B425A, B425, B426, B427, B428, or B437. Also ENGL B419, B429, B430, B435, or B439 when the topic is appropriate.

Total hours required.....123

An exit survey is required of all graduating seniors.

INTERDISCIPLINARY STUDIES (BACHELOR OF ARTS)

Purpose Statement

The purpose of the Interdisciplinary 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 Interdisciplinary 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 an interdisciplinary approach as a method of comprehension. Successful applications for the program should identify multi-dimensional fields of study as majors, for example, art history and philosophy, comparative studies, cultural studies, etc., in place of traditional majors. This degree is designed for non-traditional students and is not recommended for traditional career-seeking students unless their research interests lead them into genuinely interdisciplinary fields of study.

Program Goals

By sponsoring interdisciplinary studies programs in relation to individual goals, the Interdisciplinary 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 capable of working effectively in environments requiring intellectual resourcefulness and individual initiative.
- Stimulate interest in area studies, problem-centered research and interdisciplinary communication.
- Promote a learning environment where inquiry is not arbitrarily limited by disciplinary boundaries.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Interdisciplinary Studies are able to...

- 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;
- Conduct research in databases related to their major and minor studies;
- Communicate effectively, including writing thematically clear, well supported papers and developing connected thought patterns in discussion;
- 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 Interdisciplinary Studies Program

Students can declare a major in interdisciplinary studies after they have successfully completed 45 credit hours of college level work. Admission involves enrollment in and successful passage of IDST B297, a one-hour course, in which students study the nature of interdisciplinary research and complete a program of study for their major and minor studies. A minimum grade point average of 2.0 is required for admission as well as for graduation. Majors must earn a "C" or better in all courses included in the major and the minor fields of study. No more than half of the approved coursework for the major and the minor may be earned through transfer courses. 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. 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 completed to earn the Bachelor of Arts in Interdisciplinary Studies.

Curriculum

The Bachelor of Arts with a major in Interdisciplinary 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 Requirements with Notes for Majors 37-46

English..... 6

Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.

Numerical and Analytical Reasoning	6
MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.	
Speech	
COMM B140, B201 or B230.....	3
Liberal Arts	
Liberal Arts Electives (humanities or social/behavioral sciences) ¹	6
HIST B101, B102, B111, B112, B115, or B116.....	3
Fine Arts ²	3
Social/Behavioral Sciences ³	3
¹ courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.	
² courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.	
³ courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.	
Natural Sciences	
Two courses, at least one with associated laboratory	7
Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.	
Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.	
Foreign Languages.....	0-6
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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.	
Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.	
Global Citizenship and Multicultural Understanding	0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.	
The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. <i>Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.</i>	

II. Program Requirements	6
IDST B297 Interdisciplinary Research Methods (45 hours of coursework and completion or near-completion of General Studies requirements).....	3
IDST B497 Seminar in Interdisciplinary Studies among the Disciplines (prerequisite: Senior standing in Interdisciplinary Studies)	3
 III. Major Requirements	 36
<p>A minimum of 36 hours of 300/400 level coursework in two or more disciplines, as proposed and approved in IDST B297 as the student's own interdisciplinary curriculum. Acceptance into the program requires 45 or more college credits and completion of all General Studies requirements. No course submitted in fulfillment of the general education requirements may be included in the major or field requirements, and all major courses must have a grade of "C" or better.</p> <p>IDST B397: Readings in Philosophy may be taken for major credit and is recommended as a foundational study for interdisciplinary programs. In order to major in Interdisciplinary Studies, a student must expect to concentrate primarily in the humanities and social sciences.</p>	
IV. Field Requirements.....	18
<p>A minor consisting of 18 hours of 300/400 level coursework in a single discipline or in a minor approved by the department offering the minor.</p>	
V. Electives	16-26
 Total hours required.....	 120

STUDIO ART (BACHELOR OF ARTS)

● CONCENTRATION IN MEDIA ARTS

Purpose Statement

The Studio Art degree program will provide students with a focus in studio arts (visual arts primarily, but graphic and media arts as they become feasible), and in the history of art, within the context of the liberal arts. The program will prepare graduates both for professional careers in the arts and graduate programs in fine arts. The combination of an intensive liberal arts background with studio arts proficiency skills and practical experience will help students investigate and integrate their knowledge and perspectives in today's technologically changing world and will give them the background needed for a career in the arts.

Program Goals

The BA in Studio Arts Program objectives include the following:

- Promote students' visual and conceptual development with exposure to a wide range of artistic ideologies, styles, and media.
- Introduce artistic diversity in the visual arts by integrating both contemporary and historical perspectives in the training of the artist.
- Engage students in activities that relate to the professional visual arts field including guest lecturers, exhibits, curatorial work, and community events.
- Establish a learning environment in the studio art discipline that encourages cooperation and collaboration with the local community in the region and the state.
- Provide students with a diverse choice of media, knowledgeable and experienced faculty, and well equipped facilities to foster technical and creative growth and development.
- Prepare students for careers or graduate level studies in the arts.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Studio Art are able to ...

- Have well developed problem-solving, expressive and perceptual skills.
- Understand various artistic ideologies and styles.
- Demonstrate competence in a variety of media.
- Have the ability to realize a concept into a finished work of art.
- Comprehend a basic understanding of significant art movements/achievements and artists in a global context.

Curriculum

The Bachelor of Arts with a major in Studio Art is designed to be flexible enough to provide the student with a background adequate for graduate studies in Fine Arts, and for a diverse number of careers such as full-time artists, positions in government and public art agencies, in museums and galleries, in the media, and in private corporations in the Lowcountry or elsewhere. Additionally, students can combine the B.A. in Art Studio with a second major or minor to extend career options. A student seeking the bachelor's degree in Art Studio 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 Requirements with Notes for Majors.....37-46

English	6
Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.	
Numerical and Analytical Reasoning	6-8
MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.	
Speech	
COMM B140, B201 or B230	3
Liberal Arts	
Liberal Arts Electives (humanities or social/behavioral sciences) ¹	6
HIST B101, B102, B111 or B112, B115 or B116	3
Fine Arts ²	3

Social/Behavioral Sciences ³	3
---	---

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²**Majors:** *courses from MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.*

³ Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory	7
--	---

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages	0-6
--------------------------------	-----

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’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.

Global Citizenship and Multicultural Understanding Studies	0-3
---	-----

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH 452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements	15
---------------------------------------	-----------

Art History	12
--------------------------	-----------

ARTH B105	3
ARTH B106	3
ARTH 200-level (and higher)	6

Philosophy

PHIL B313 Philosophy of Art	3
-----------------------------------	---

III. Major Requirements (each with a grade of “C” or higher)	39
---	-----------

MART B102 Media Design	3
ARTS B103 2-Dimensional Design	3
ARTS B104 3-Dimensional Design ³	3
ARTS B111 Drawing I	3

Prerequisites – The four foundation courses above must be taken before additional upper-level courses

MART B145 Digital Imaging I.....	3
ARTS B225 Sculpture I.....	3
ARTS 200-level (and higher): two courses in 2 different studio areas.....	6
ARTS 300-level (and higher).....	12
ARTS B485 Senior Exhibit (taken in Senior year of study).....	3

Media Arts Concentration Requirements 15

Prerequisites ¹ (MART B210 and MART B281).....	6
Electives (choose 3 additional MART 300+ level courses).....	9

¹complete the prerequisites before taking courses at the 300+ level

NOTE: Additional Art Course fees may be applicable. Please contact the Fine Arts Department or the Bursar's Office for details.

IV. Electives..... 19-29

NOTE: Those considering graduate school or working as a professional artist should consider taking additional studio courses for their electives.

Total hours required 120

HISTORY (BACHELOR OF ARTS)

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.

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 History that contributes to cooperation and collaboration with the regional community.

USCB seeks to ensure that all students who complete the Bachelor of Arts in History are able to ...

- 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.

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.

I. General Education Requirements with Notes for Majors37-46

English..... 6

Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.

Numerical and Analytical Reasoning 6

MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

COMM B140, B201 or B230..... 3

Liberal Arts

Liberal Arts Electives (humanities or social/behavioral sciences)¹..... 6

HIST B101, B102, B111, B112, B115, or B116..... 3

Fine Arts² 3

Social/Behavioral Sciences³ 3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages..... 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’s language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.

Majors: *requirements in this category will be fulfilled by Program Requirements in (II) below. No additional courses are required.*

Global Citizenship and Multicultural Understanding..... 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

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 USCB foreign language proficiency test or achieving a passing grade in a 201 course

History 3

Choose one sequence: HIST B101, B102; HIST B111, B112; HIST B115, B116
You may take one course within a sequence to fulfill General Education requirements; if so you must take the second course in the sequence to fulfill History program requirements.

Humanities 6

Courses selected from African American Studies, English (except composition courses), fine arts, foreign languages and literatures, history, philosophy (except 110, 111) or religious studies

Philosophical Reasoning (a course in logic, either PHIL B110 or B111) 3
Philosophy B110 or B111 may be used to satisfy the second General Education quantitative reasoning requirement

Social/Behavioral Sciences..... 6
Courses selected from anthropology, economics, geography, political science, psychology, or sociology

III. Major Requirements (each with a grade of "C" or better): **33** hours of 300+ level history credit split along the following lines:

HIST B300 3
Two courses in European History, pre- and post- 1660 6
Two courses in American History, pre- and post- 1860 6
One non-Western* course (any period) 3
Five additional courses numbered 300 or above 15

*"non-Western" means a non-American or -European history course. Examples: courses on Asia, Africa and Latin America; courses with a predominantly non-Western focus, e.g., European colonialism in Africa.

IV. Electives..... **18-32**

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

COMMUNICATION STUDIES (BACHELOR OF ARTS)

Purpose Statement

The purpose of the University of South Carolina Beaufort’s baccalaureate in Communication Studies program is to provide its students a broad understanding of the role of communication in society. The program focuses on the fundamental theories, principles, and practices within a variety of contexts including interpersonal, group, organizational, and cultural communication as well as the evolving role of the media in contemporary society. As a core of liberal arts education, the communication studies major fosters critical self-reflection and empowers students with essential oral and written communication skills to become effective members of society. The program will prepare graduates both for professional careers related to communication and graduate programs in communication studies.

Program Goals

- Meet demands of regional students who wish to pursue a baccalaureate degree in communication studies.
- Foster a fundamental understanding of the communication process.
- Provide students with knowledge of the key communication principles, theories and research/scholarship that results in students becoming self-reflective, competent, ethical communicators; critical consumers of communication in a variety of contexts; a global perspective and critical reading/thinking skills.
- Provide opportunities for students to gain experience and knowledge in conducting communication studies research/scholarship.
- Provide opportunities for students to practice oral communication skills, both speaking and listening.
- Prepare students to contribute to their future education and work environments.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Communication Studies are able to...

- Identify and describe the contexts, dynamics, and implications of human communication
- Explain and apply the major theoretical communication studies perspectives
- Explain and utilize the major research methodologies used in the study of communication
- Discuss the implications of factors that affect communication, such as: culture, gender, group composition, leadership, nonverbal behavior, family background, communication environment, and ethics
- Perform effectively as a communicator in public, group and media communication contexts
- Analyze and critically evaluate communication practices, structures, messages, and outcomes
- Critically read and evaluate communication studies research/scholarship
- Engage in communication studies research/scholarship

Curriculum

USCB offers the Bachelor of Arts with a major in Communications Studies. To qualify for graduation, a student must meet General Education requirements and Communications Studies requirements as outlined in I-IV below.

I. General Education Requirements with Notes for Majors37-46

English	6
Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of “C” or higher.	
Numerical and Analytical Reasoning	6
MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.	
Speech	
COMM B140, B201 or B230	3

Liberal Arts

Liberal Arts Electives (humanities or social/behavioral sciences) ¹	6
HIST B101, B102, B111 or B112, B115 or B116	3
Fine Arts ²	3
Social/Behavioral Sciences ³	3

¹ Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

² Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³ Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB'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.

Global Citizenship and Multicultural Understanding Studies 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements (each with a grade of "C" or higher) 21

Seven courses distributed across at least five of the following areas:

- African American studies
- Anthropology
- Economics
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology

III. Major Requirements <i>(each with a grade of "C" or higher)</i>	42
• COMM B140 Public Communication	3
• COMM B190 Intro to Communication Studies	3
• COMM B201 Interpersonal Communication	3
• COMM B210 Writing Across Media Platforms	3
• COMM B250 Theories of Communication	3
• COMM B255 Communication Studies Research.....	3
• COMM B303 Communication Law	3
• COMM B490 Communication Studies Senior Seminar/Capstone	3
• COMM B495 Internship in Communication Studies.....	3
Five (5) additional Communication Studies courses, with a minimum of three (3) courses at the 300-level or higher	15
IV. Elective Credit Hours	10-20
Total hours required	120

HUMAN SERVICES (BACHELOR OF SCIENCE)

Purpose Statement

The University of South Carolina, Beaufort's baccalaureate in Human Services Program prepares students for employment or advanced study in the art and sciences of human care. As a growing field of study, Human Services now encompasses the areas of personal social services, health services, education services, housing and urban environment services, income transfer services and justice and public safety services. In addition, the Human Services Program is an interdisciplinary degree that helps to build attitudes, values, knowledge and skills that are needed for successful careers in the helping professions. As such, the program combines the disciplines of psychology and sociology and is guided by the principles of the National Council on Standards for Human Services Education. A unique feature of the Human Services Program is an intensive internship program whereby students are afforded the opportunities to apply the knowledge and skills from their course work and to provide them with actual experience as they move forward to employment in human services.

USC Beaufort offers two pathways to the Bachelor of Science in Human Services:

Residential On-Campus Program

Since 2002, USCB has offered the Bachelor of Science Degree in Human Services primarily through residential, face-to-face courses. The convenience of online learning has led to some courses being offered in both formats. Now many major requirements courses are offered online, as well as in the classroom. Additional courses, especially electives, will be offered in both online and face-to-face format allowing students to choose courses that best fit their preferences.

Palmetto College Online Degree Completion Program

Since Fall 2013, USCB also has offered its Human Services Degree online under the general auspices of the University of South Carolina's Palmetto College.

The Palmetto College is a collaborative online degree completion program that allows students at any of the USC system's four regional campuses or elsewhere to pursue degrees offered online through the four senior campuses. After earning sixty hours of college credit, students can enroll in the Palmetto College Online Degree Completion Program. Once accepted, students may complete all Human Services Program and Major Requirements online. Most of these courses will be offered in an 8-week accelerated format. Students enrolled in the Palmetto College Online Degree Completion Program may not be concurrently enrolled in a degree program at an existing USC system campus. The curriculum for the Online Degree Completion Program is the same as for the Residential On-Campus Program. Palmetto College tuition and fees will be determined by USC's Board of Trustees. For further information visit <http://palmettocollege.sc.edu>.

For more information about the Human Services Degree, contact the program coordinator at 843-208-8348.

Program Objectives

- Prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.
- Have an explicit philosophical statement based on three key elements: first, the asset approach to professional caring; second, an interdisciplinary knowledge base that includes theories, concepts and research from sociology and psychology as well as human services; and third, a strong experiential learning component.
- Have periodic mechanisms for assessment of and response to changing policies, needs and trends of the profession and community.
- Conduct consistent formal evaluative processes to determine its effectiveness in meeting the needs of the students, community and the human services field and to modify the program as necessary.
- Have written standards and procedures for admitting, retaining and dismissing students.
- Have the combined competencies and disciplines of the faculty to include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services.
- Adequately manage the essential program roles and provide professional development opportunities for faculty and staff.
- Conduct bi-annual faculty and staff evaluations which reflect their essential roles.
- Have adequate faculty, staff and program resources to provide a complete program.
- Make efforts to increase the transferability of credits from and to other academic programs.
- Provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.
- Provide field experience that is integrated with the curriculum.
- Award academic credit for the field experience.
- Insure that field placements provide quality supervised learning experiences.

USCB seeks to ensure that all students who complete the Bachelor of Science in Human Services are able to ...

- Demonstrate knowledge of the historical development of human services.
- Demonstrate knowledge that includes knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community and societal and their interactions.
- Demonstrate knowledge of the conditions that promote or limit human functioning.
- Demonstrate knowledge and skill in the systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.
- Demonstrate knowledge and skills in information management.
- Demonstrate knowledge and skills in human services interventions that are appropriate to their level of education.
- Demonstrate interpersonal skills.
- Demonstrate knowledge and skills in the administrative aspects of the services delivery system.
- Demonstrate knowledge about and skills in applying human services values and attitudes and promote understanding of human services ethics and their application in practice.
- Demonstrate an awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.
- **Engage in at least three internships at approved sites and have a minimum of 350 hours of supervised field experience and be awarded academic credit for these experiences that are integrated into the curriculum.**

Curriculum

USCB offers the Bachelor of Science with a major in Human Services. To qualify for graduation, students must meet General Education requirements and Human Services requirements as outlined in I-IV below. Students seeking a Human Services degree 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 course work records.

I. General Education Requirements with Notes for Majors..... 37-46

English..... 6
 Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of “C” or higher.

Numerical and Analytical Reasoning 6
 MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.
Majors: *one of the following statistics courses must be taken to satisfy a Human Services Program Requirement (II): SOCY 220, STAT 110 or STAT 201. Any of these three statistics courses also satisfy 3 hrs. of the Numerical and Analytical Reasoning requirement.*

Speech
 COMM B140, B201 or B230 3

Liberal Arts
 Liberal Arts Electives (humanities or social/behavioral sciences)¹ 6
 HIST B101, B102, B111 or B112, B115 or B116 3
 Fine Arts² 3
 Social/Behavioral Sciences³ 3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Majors:

A. PSYC B101 and SOCY B101 are Program Requirements in (II) below and together satisfy 6 hrs. of the Liberal Arts requirement (as 6 hr. Liberal Arts Electives or 3 hr. Liberal Arts Elective and 3 hr. Social/Behavioral Sciences).

B. One of the following research courses must be taken to satisfy a Human Services Program Requirement (II): PSYC B200, SOCY B497, or BADM B396. Note that PSYC B200 or SOCY B497 can be applied to partially fulfill the Liberal Arts requirement.

C. Human Services transfer students also may have taken a Human Services course that potentially fulfills 3 hrs. of the Liberal Arts Elective requirement.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Language 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB'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.

Global Citizenship and Multicultural Understanding Studies 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH 452, COMM B450, EDCI B322, ENGL B270, ENGL 291, GEOG 121, GLST 3B01, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements (each with a grade of "C" or higher)..... 12-13

PSYC B101 and SOCY B101 6

One statistics course from SOCY B220, STAT B110 or STAT B201 3

One research methods course: PSYC B200, SOCY B497, or BADM B396 3-4

III. Major Requirements <i>(each with a grade of "C" or higher)</i>	51
Three psychology courses at 300 level or above	9
Three sociology courses at 300 level or above	9
HMSV B180: Personal and Professional Development	3
HMSV B190: Human Services: An Introduction	3
HMSV B280: Micro Level Human Services Interventions	3
HMSV B282: Mezzo Level Human Services Interventions	3
HMSV B290: Human Service Internship I.....	3
HMSV B298: Human Service Internship II.....	3
HMSV B300: Macro Level Human Services Interventions.....	3
HMSV B302: Human Service Evaluation	3
HMSV B400: Leadership and Professional Ethics in Human Services	3
HMSV B402: Nonprofit Management and Funding	3
HMSV B490: Internship III and Capstone Seminar.....	3
IV. Electives	18-32
Total hours required	120

PSYCHOLOGY (BACHELOR OF ARTS)

Purpose Statement

The purpose of the psychology program at University of South Carolina Beaufort is to provide its students with a broad knowledge of the principles of human behavior and mental processes. The study of psychology has wide applicability to the solving of human problems at both the personal and societal levels. Knowing the factors that help maintain psychological, physical and social well-being can benefit graduates in psychology throughout their professional and personal lives. 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. 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.

Program Goals

- 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.
- Provide students with 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.
- Provide opportunities for students to gain experience and knowledge in the conduct of psychological research which underlies scientific psychology.
- 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.
- 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.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Psychology are able to...

- Demonstrate a broad-based knowledge of all the major areas of psychology required for pursuing further graduate study in psychology or for employment using the skills acquired during their program of study.
- Explain the concepts and methodologies of conducting research in psychology and be able to apply those principles in conducting research.
- Apply the basic principles of human and animal learning to analyses of behavior as well as describe the current research findings in human cognition and language.
- Demonstrate mastery of the basic functioning and role of human biological systems in the production and regulation of behavior as well as the current research findings regarding the processing and organization of sensory information in perception.
- Trace human physical, cognitive, personality and social development from conception to death.
- Identify the social psychological processes involving the interdependence and interaction of individual behavior and group processes.
- Describe the major approaches to understanding human personality and to define abnormal behavior, its symptoms, course and causes.

Curriculum

Entering the Bachelor of Arts with a major in Psychology program assures that the student will be exposed to the broad spectrum of subfields of psychology. 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. To qualify for graduation, a student must meet General Education requirements and Psychology requirements as outlined in I-V below.

I. General Education Requirements with Notes for Majors37-46

English..... 6
Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of “C” or higher.

Numerical and Analytical Reasoning 6
MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Majors: *STAT B201 or PSYC B202 is a Program Requirement in (II) below and satisfies 3 hrs. of the Numerical and Analytical Reasoning requirement.*

Speech
COMM B140, B201 or B230..... 3

Liberal Arts
Liberal Arts Electives (humanities or social/behavioral sciences)¹ 6
HIST B101, B102, B111 or B112, B115 or B116 3
Fine Arts² 3
Social/Behavioral Sciences³ 3

Majors: *PSYC B101 is a Program Requirement in (II) below and satisfies the 3 hr. Liberal Arts Electives, Social/Behavioral Sciences requirement.*

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences
Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

One course outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101. Students may elect to take it as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages..... 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’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.

Global Citizenship and Multicultural Understanding Studies 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH 452, COMM B450, EDCI B322, ENGL B270, ENGL 291, GEOG 121, GLST 301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements (each with a grade of "C" or higher)..... 6

PSYC B101 Introduction to Psychology 3

STAT B201 Elementary Statistics or PSYC B202 Psychological Statistics 3

Majors: *PSYC B101 may fulfill a general education requirement or serve as an elective. STAT B201 or PSYC B202 may be used to partially fulfill the Numerical and Analytical Reasoning requirement or serve as an elective. PSYC B101 and STAT B201/PSYC B202 must be completed for a major in psychology.*

III. Major Requirements (each with a grade of "C" or higher)..... 37

PSYC B200 Research Methods in Psychology 3

PSYC B201 Psychological Statistics Laboratory 1

PSYC B203 Psychology Laboratory 3

PSYC B302 Learning and Memory 3

PSYC B311 Abnormal Psychology 3

PSYC B321 Life Span Developmental Psychology 3

PSYC B331 Social Psychology 3

PSYC B341 Personality Theory 3

PSYC B361 Biological Psychology 3

Two courses in psychology numbered above 203 6

Two courses in psychology numbered 400 or above 6

IV. Cognate (12) or Minor (18) (each with a grade of "C" or higher)..... 12-18

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 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. Completing the Certificate in Gerontology may also fulfill the cognate requirement.

V. Electives 18-34

Total hours required 120

Majors: *all psychology majors will take the Major Field Test in Psychology for the sole purpose of improvement of the psychology program. Scores on this test are not used in evaluation of the student's qualification for receiving the baccalaureate degree, nor do they become part of the student's permanent record.*

SOCIOLOGY (BACHELOR OF ARTS)

Purpose Statement

The sociology program at University of South Carolina Beaufort provides to its students the theoretical, conceptual, and methodological analytical tools to describe and explain human social life and the multifaceted connections between society and the individual. Mastery of the principles of social stratification (esp. age, gender, race and ethnicity), social organization, socialization, deviance and social control, institutions, and social change allow graduates in sociology to analyze and understand phenomena associated with rapid urbanization, such as population growth, crime, and divorce rates. The program seeks to provide students with a well-rounded academic experience that also prepares students for graduate study and/or careers in such areas as public health/epidemiology, marketing research, criminology and criminal justice, and social services.

Program Goals

- Convey the central insights and meta-theories of the discipline as set forth by the founding thinkers of the discipline. Present the foundational principles/processes of sociology: organization, stratification, socialization, deviance and social control, institutions and social change.
- Introduce students to the gamut of classical and contemporary theories of sociology.
- Engage students in critical examination of extant theories of sociology.
- Provide students with a foundation in sociological research methods.
- Acquaint students with the variety of sub-fields in sociology.
- Prepare student for careers or graduate level studies in sociology.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Sociology are able to...

- Identify the core insights of the discipline by distinguishing, in written examination, differences between its contributions compared to the contributions of the discipline of psychology.
- Apply the major concepts of sociology by integration and synthesis of ideas in the capstone course.
- Apply major theories of sociology by integration and synthesis of ideas in the capstone course.
- Understand the limitations of sociological theories by critique and comparative analysis assignments.
- Describe sociological research methods.
- Explain the relevance of sociology for understanding social issues.
-

Curriculum

USCB offers the Bachelor of Arts with a major in Sociology. To qualify for graduation, a student must meet General Education requirements and Sociology requirements as outlined in I-IV below.

I. General Education Requirements with Notes for Majors.....37-46

English..... 6
Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.

Numerical and Analytical Reasoning 6
MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Majors: *STAT B201 satisfies 3 hrs. of the Numerical and Analytical Reasoning requirement and is strongly recommended for Sociology majors.*

Speech
COMM B140, B201 or B230..... 3

Liberal Arts
Liberal Arts Electives (humanities or social/behavioral sciences)¹ 6
HIST B101, B102, B111 or B112, B115 or B116 3
Fine Arts² 3
Social/Behavioral Sciences³ 3

Majors: *SOCY B101 is a Program Requirement in (II) below and satisfies the 3 hr. Liberal Arts Electives, Social/Behavioral Sciences requirement.*

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’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.

Global Citizenship and Multicultural Understanding Studies 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements (each with a grade of “C” or higher)..... 6

SOCY B101 3

STAT B201 3

SOCY B101 may fulfill a general education requirement or serve as an elective, but it must be completed for a major in sociology.

III. Major Requirements (each with a grade of “C” or higher)..... 37

SOCY B496 and SOCY B497 7

Nine Sociology courses numbered 300 or above 27

SOCY B498 3

IV. Electives..... 36-46

Total hours required..... 120

SCHOOL OF SCIENCE & MATHEMATICS

DR. JOSEPH STATON - DEAN

Department of Computer Science – *Dr. Yiming Ji, Chair*

Computational Science (Bachelor of Science) – *Dr. Yiming Ji, Program Coordinator*

Professors

Ji, Yiming, Ph.D., Auburn University

Associate Professors

Canada, Brian, Ph.D., Pennsylvania State University

Liang, Xuwei, Ph.D., University of Kentucky

Assistant Professors

Erdei, Ronald, Ph.D., Purdue University

Zhang, Xiaomei, Ph.D., Pennsylvania State University

Department of Mathematics – *Dr. Manuel Sanders, Chair*

Mathematics (Bachelor of Science) – *Dr. Manuel Sanders, Program Coordinator*

Professors

Sanders, Manuel, Ph.D., University of Tennessee

Associate Professors

Deb Roy, Swati, Ph.D., University of Florida

Iwasa, Akira, Ph.D., University of South Carolina

Pawelek, Kasia, Ph.D., Oakland University

Assistant Professors

Fusi, Davide, Ph.D., University of Utah

Sevim, Volkan, Ph.D., University of North Carolina at Charlotte

Instructors

Brame, Benjamin, M.A., East Carolina University

Carrington, Mathew, M.A., University of Houston

Ferguson, Ashley, M.S., Florida Institute of Technology

Hogenboom, Tim, M.A., Binghamton University

Williams, Morgin, Ph.D., Georgia State University

Department of Natural Sciences – *Dr. Steve Borgianini, Chair*

Biology (Bachelor of Science) – *Dr. Steve Borgianini, Program Coordinator*

Secondary Teacher Education Biology (Bachelor of Science) – *Ms. Kathryn Madden, Program Coordinator*

Emeritus Professors

Keith, Charles H., Ph.D., University of Chicago

Sproul, Gordon D., Ph.D. University of Illinois

Professors

Staton, Joseph L., Ph.D., University of Louisiana, Dean of Science and Mathematics

Associate Professors

Borgianini, Stephen A., Ph.D., University of South Carolina
D'Antonio, Edward L., Ph.D., North Carolina State University
Montie, Eric W., Ph.D., Massachusetts Institute of Technology
Ritchie, Kimberly B., Ph.D., University of North Carolina
Wallace, Debra, Ph.D., Georgia State University

Assistant Professors

Chojnowski, Jena L., Ph.D., University of Florida

Instructors

Alvarez, Jr., Beda, M.D., Cebu Doctors' College of Medicine
Krygiel, Rebecca, M.S., College of London
Madden, Kathryn, M.S., Montana State University

Adjuncts

Carroll, Teresa, Ph.D., University of Kansas
Ember, Leon, Ph.D., University of South Carolina
Hart, Barbara, M.S., Wright State University
Lancaster, Holli, Ph.D., University College, London
Love, Christopher, M.S., Western Carolina University
Krebs, Sally, ABD, University of Rhode Island
Meriwether, Anna, M.S., University of North Carolina Wilmington
Thornton, Heather, M.S., Clemson University
Zentek, Patricia, D.C., Logan College of Chiropractic

Laboratory Manager and Chemical Safety Officer

Gibson, Ian, M.S., Baylor University

COMPUTATIONAL SCIENCE (BACHELOR OF SCIENCE)

• PRE-ENGINEERING TRACK

Purpose Statement

The purpose of the Bachelor of Science in Computational Science is to provide students with a comprehensive exposure to various science and engineering fields that interface with Computer Science and provide an intensive immersion into a particular field of interface. The program will endeavor to produce graduates who not only have a broad foundation in the basic concepts and methods underlying Mathematics and Computer Science but who will possess the skills that will allow them to participate in the extension of scientific thought and knowledge.

Program Goals

- Provide students with a diverse knowledge in the Computational Sciences and significant exposure to other science and engineering fields.
- Prepare students for careers in broad areas that require extensive proficiency in programming, modeling, computing, and software system management.
- Foster a fundamental understanding of the process of science and an appreciation for how the Mathematics, Computer Science and other areas of science and engineering would integrate meaningfully and would impact our everyday lives and the future of the natural world.
- Provide promising students with technologically relevant research experiences.
- Provide much needed opportunities for interaction with the local citizenry concerning advancing computer and/or computing technologies through formal classroom instruction, internships, seminars and informal educational opportunities at local events.

USCB aims to ensure that all students who complete the Bachelor of Science in Computational Science are able to...

- Develop scientific programs in a high-level language such as Java, C/C++, or Python.
- Use scientific computational/modeling tools such as *MATLAB*.
- Demonstrate substantive knowledge and skills in a chosen cognate.
- Identify and apply methods to efficiently manage data across disciplines.
- Apply critical thinking skills to develop computer simulations and models.
- Work fluently with concepts such as numerical methods and computing techniques/theories to solve problems in an application area.

Admissions Standards for the Computational Science Program

Students who fulfill USCB admission requirements may enroll as Computational Science majors. Transfer students are required to have a 2.0 GPA.

Curriculum

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

I. General Education Requirements with Notes for Majors 37-46

English..... 6

Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.

Numerical and Analytical Reasoning 6

MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Majors: *requirements in this category will be fulfilled by Program Requirements in (II) below. No additional courses are required.*

Speech

COMM B140, B201 or B230..... 3

Liberal Arts

Liberal Arts Electives (humanities or social/behavioral sciences)¹ 6

Majors: ENGL B462 is a Program Requirement in (II) below and satisfies 3 hrs. of the Liberal Arts Electives requirements. Choose 3 additional hrs.

HIST B101, B102, B111, B112, B115, or B116 3

Fine Arts² 3

Social/Behavioral Sciences³ 3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB'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.

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements (each with a grade of "C" or higher) 28-30

CSCI B104 Computing in MATLAB 3

CSCI B150 Introduction to Computational Science 3

CSCI B145 Java Programming and Algorithmic Design I and CSCI B146 Algorithm Design II 8

MATH B240 Calculus III 4

CSCI B280/MATH B280 Computational Mathematics

-OR- MATH B230 and MATH B242 4-6

ENGL B462 Technical Writing 3

STAT B340 Intro to Probability and Statistics 3

Majors: nine hours of General Education requirements are accounted for in Program Requirements.

III. Major Requirements (each with a grade of "C" or higher)	27
CSCI B320 Database Systems and Management	3
CSCI B350 Techniques of Computation.....	3
CSCI B365 Computer Graphics	3
CSCI B416 Introduction to Computer Networks	3
CSCI B422 Introduction to Data Mining	3
CSCI B450 Modeling and Simulation.....	3
CSCI B466 Data Visualization	3
CSCI B469 High Performance Computing	3
CSCI B470 Software Testing and Verification.....	3

IV. Cognate course electives² (each with a grade of "C" or higher)..... 12

All cognate electives must be approved by the student's advisor.

Courses are typically drawn from:

- Biology
- Business Administration
- Computer Science
- Computational Engineering
- Hospitality Management
- Chemistry, Psychology, Sociology, or Studio Art

²A cognate is a minimum of 12 hours in advanced-level (i.e., above the prerequisite 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 program 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. Completion of a cognate is not recorded on the academic transcript. Requirements for individual cognates are available from the student's academic advisor.

V. Electives..... 15-27

Total hours required..... 120

Pre-Engineering Track

The Pre-Engineering Track establishes a pathway and a coordinated advising system in order to facilitate the transfer of USCB students into the University of South Carolina College of Engineering and Computing (USC-CEC) engineering undergraduate degree programs.

MATHEMATICS (BACHELOR OF SCIENCE)

- MATHEMATICAL SCIENCES TRACK
- SECONDARY TEACHER EDUCATION TRACK

Purpose Statement

The purpose of the Bachelor of Science with a major in Mathematics is to broadly prepare students for the multidisciplinary field of practice that is concerned with the structure and the application of mathematics. The degree includes tracks for students interested in pursuing secondary-education licensure as well as mathematical sciences.

Program Goals

- Develop mathematical thinking and communication skills
- Develop skill in a variety of technological tools including a programming course
- Provide a broad view of the mathematical sciences
- Require in-depth study of a single advanced area (a year-long sequence in analysis or completion of two closely related algebra courses)
- Create a foundation of interdisciplinary study which includes an advanced data-oriented statistics course
- Encourage and nurture majors

Additionally, for majors preparing to be secondary school (9–12) teachers, program goals include:

- Develop appropriate connections between advanced mathematics and the secondary mathematics curriculum
- Include the history of mathematics and its applications in the curriculum, including recent developments
- Provide experience in many forms of mathematical modeling and a variety of technological tools, including graphing calculators and geometry software.

USCB aims to ensure that all students who complete the Bachelor of Science in Mathematics are able to...

- Demonstrate knowledge in a broad core of mathematical topics, including discrete mathematics, linear algebra, abstract algebra, analysis, and differential equations
- Utilize mathematical preparation to successfully complete more advanced courses by using foundational mathematical principles
- Use probability and statistics and recognize the role of probability and statistics within the general field of mathematics and its applications
- Select and utilize appropriate computational tools within the context of mathematical problem solving
- Make effective use of modern mathematical software as a tool for visualization and problem solving
- Utilize appropriate methods of communicating mathematical information at a level of sophistication appropriate for the intended audience

Admissions Standards for the Mathematics Program

Students must fulfill USCB admissions requirements to enroll in general education or program specific courses. Applicants who have earned a 2.0 cumulative GPA on the defined preparatory units and who score 800 on the SAT or 17 on the ACT may be admitted to USCB. Transfer students are required to have a 2.0 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

Additionally, to be admitted to the initial educator preparation program (i.e., the Secondary Teacher Education track), students must demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis™ Core Academic Skills for Educators tests or on the SAT or ACT. See the department for more information. All students seeking to complete the Secondary Teacher Education track in the program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses (EDCI and EDRD courses numbered 400 or more as well as EDME courses in Section IV B below).

There are admission criteria specific to the Secondary Teacher Education track of the degree. Application for admission into the Secondary Teacher Education track must be submitted to the Mathematics Teacher Education Committee through the department. The applicant must have completed at least 45 hours of undergraduate credit together with the following conditions (as well as other USCB academic requirements):

- 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
Note: Courses numbered 300 and below comprised in Sections II and III below constitute the Pre-professional courses for students in the Secondary Teacher Education track.
- Grade of “C” or better in a performance-based speech course- COMM B140: Public Communication or COMM B230: Business and Professional Speaking
- Passing scores on all *Praxis*[™] exams required by the South Carolina Department of Education for licensure in Secondary Education Mathematics. Official scores must be submitted to and received by the Department of Mathematics and Computational Science.
- Attendance at the Secondary Teacher Education orientation session scheduled by the department
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED)
- Successful completion of the Professional Program Interview and the Disposition Statement
- Approval by the Mathematics Teacher Education Committee

Curricula designated as professional education courses are limited to students who have been formally accepted into USCB’s Bachelor of Science in Mathematics: Secondary Teacher Education track.

Curriculum

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

A “C” or better is required in all courses in Sections III and IV below (excluding General Education (GE) electives as allowed by the GE curriculum). Courses numbered 300 and below comprised in Sections II and III constitute the pre-professional courses for students in the Secondary Teacher Education track.

I. General Education Requirements with Notes for Majors 37-46

Majors: Core Major and Program requirements below reduce the General Education requirements to a range of 27-37 credit hours. See the notes below.

English..... 6
 Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of “C” or higher.

Numerical and Analytical Reasoning 6
 MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.
Majors: requirements in this category will be fulfilled by Major Requirements in (III) below. No additional courses are required.

Speech
 COMM B140, B201 or B230..... 3
Majors: Secondary Teacher Education track requires COMM B140: Public Communication or COMM B230: Business and Professional Speaking

Liberal Arts
 Liberal Arts Electives (humanities or social/behavioral sciences)¹ 6
 HIST B101, B102, B111, B112, B115, or B116..... 3
 Fine Arts² 3
 Social/Behavioral Sciences³ 3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Majors: Secondary Teacher Education track requires PSYC B101: Introduction to Psychology

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Majors: *PHYS B211, B211L are required for the degree. Choose an additional course from above.*

Foreign Languages 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB'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.

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements (each with a grade of "C" or higher) 10

CSCI B102, B104, or B145 (Programming and Algorithmic Design) 3

PHYS B211, B211L Essentials of Physics with Laboratory 4

STAT B340 Intro to Probability and Statistics..... 3

III. Core Major Requirements (each with a grade of "C" or higher) 33

MATH B141, B142, B240 Calculus I, II, III 12

MATH B174 Discrete Mathematics 3

MATH B230 Linear Algebra 3

MATH B242 Differential Equations 3

*MATH B300 Introduction to Proof 3

MATH B331 Foundations of Geometry 3

MATH B401 History of Mathematics 3

MATH B410 Abstract Algebra I 3

IV A. Major Requirements - Mathematical Sciences Track 18

MATH B450 Analysis I 3

MATH B411 or MATH B451 Abstract Algebra II or Analysis II 3

*MATH B480 Senior Seminar 3

*Nine additional MATH hours at 300+ level. 9

Electives 22-32

Total Hours Required 120

** Courses currently in approval process*

IV B. Major Requirements – Secondary Teacher Education Track

(Professional Education Courses)	50
MATH B419 Mathematical Modeling	3
*MATH B421 Mathematics for Secondary Teachers.....	3
EDFO B321 Foundations of American Education	3
EDPY B335 Introduction to Educational Psychology	3
EDEX B300 Introduction to Exceptional Learner	3
EDCI B100 Observation and Analysis	3
EDCI B243 Technology Resources for Teaching	3
EDCI B441 Organization and Management in the Diverse Classroom [†]	3
*EDME B430 Teaching Mathematics in the Secondary School [†]	3
*EDME B430P Practicum in Teaching Mathematics in Secondary School [†]	2
*EDRD B319 Foundations of Reading for Middle and Secondary Teachers [†]	3
*EDRD B419 Content Area Literacy for Middle and Secondary Teachers [†]	3
*EDME B476 Senior Seminar in Secondary Teacher Education [†]	3
*EDME B469 Internship in Secondary Teacher Education [†]	12
Electives	0

[†] Requires admittance to the Secondary Teacher Education track

Total Hours Required **120**

BIOLOGY (BACHELOR OF SCIENCE)

- CONCENTRATION IN COASTAL ECOLOGY AND CONSERVATION
- CONCENTRATION IN BIOMEDICAL SCIENCES

Purpose Statement

The purpose of the Bachelor of Science in Biology is to provide students with a comprehensive exposure to the biological sciences at the molecular, physiological, organismal and ecological levels. The program endeavors 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.

Program 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.
- Provide students with the scientific background needed to understand and participate in the burgeoning biotechnological field.
- Provide students with the opportunity to understand their world and their place in it 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 students with significant research opportunities.
- Provide much needed opportunities for interaction with the local citizenry concerning health care issues and environmental concerns through formal classroom instruction, through internships, by attending seminars and through informal educational opportunities.

USCB seeks to ensure that all students who complete the Bachelor of Science in Biology are able to...

- 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
- Apply the scientific method to expand scientific knowledge and understanding.

Admissions Standards for the Biology Program

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

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.

Coastal Ecology and Conservation Concentration: students have the ability to receive a concentration in Coastal Ecology and Conservation that will be listed on the transcript upon graduation. Students will need to take at least 4 courses (a minimum of 15, but not exceeding 18 credits) with corresponding laboratories within this concentration.

Biomedical Sciences Concentration: students can earn a concentration in Biomedical Sciences that will be listed on the transcript on graduation. They will need to take at least 4 courses with laboratories (16 credit hours) within this concentration. Three of these four courses will also serve as Major Electives.

I. General Education Requirements with Notes for Majors 37-46

English..... 6
Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.

Numerical and Analytical Reasoning 6

Students fulfill this requirement via the Program Requirements below.

Speech

COMM B140, B201 or B230..... 3

Liberal Arts

Liberal Arts Electives (humanities or social/behavioral sciences)¹..... 6
HIST B101, B102, B111, B112, B115, or B116..... 3
Fine Arts² 3
Social/Behavioral Sciences 3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

² Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³ Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences..... 7

Students fulfill this requirement via the Program Requirements below.

Foreign Languages..... 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’s language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.

Global Citizenship and Multicultural Understanding..... 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements.....29-31

CHEM B111¹ and B112..... 8
CHEM B333¹, B331L, B334 and B332L 8
PHYS B201/B201L or B211/B211L 4
STAT B201..... 3
MATH..... 6-8

Choose one sequence:

- MATH B141 and MATH B142
- MATH B122 and MATH B170
- MATH B122 and MATH B172
- MATH B141 and MATH B170
- MATH B141 and MATH B172

III. Major Requirements35

BIOL B101¹ and B102¹..... 8
BIOL B301 with lab..... 4
BIOL B302 with lab..... 4
BIOL B303 3
BIOL B460 with lab..... 4
Biology courses B399 or above²..... 12

¹ **Majors:** a minimum grade of C or better is required.

² **Majors:** you may enroll in Biology courses 399 or above only after completing two of BIOL B301, B302, or B303 with a grade of C or better. No more than three credits of BIOL B399 may be applied toward the major.

IV. Concentration Requirements

Coastal Ecology and Conservation

Any combination of BIOL B410, B411, B425, B436, BIOL B448, B471, B475, B475L, B478, B480
minimum of 15 but not exceeding 18

Biomedical Sciences

Any 4 of the following courses with labs: BIOL B405/B405L, BIOL B430, BIOL B431/B431L,
BIOL B435/B435L, BIOL B441/B441, BIOL B461/B461L..... **16**

V. Electives20-30

Total hours required.....120

SECONDARY TEACHER EDUCATION BIOLOGY (BACHELOR OF SCIENCE)

Purpose Statement

The purpose of the Bachelor of Science in Biology is to provide students with comprehensive exposure to the biological sciences at the molecular, physiological, organismal and ecological levels. The Secondary Teacher Education Biology program seeks to provide students with these same comprehensive exposures in the biological sciences and also prepare students for teaching careers in secondary science education. The program's overall objective is to provide communities with professional, knowledgeable, scientifically literate educators ready to engage and excite the secondary science classroom.

Program 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 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.
- Develop appropriate connections between the biological sciences and the secondary science / biology curriculum
- Provide coursework specific to the biological sciences and science teaching
- Provide experiences with field and laboratory opportunities for the purpose of translating those experiences, acquired scientific skills and practices into the high school science classroom.

Admissions Standards for the Secondary Teacher Education Biology Program

Admissions into the Secondary Teacher Education Biology program require students have earned a 2.0 cumulative GPA on the defined preparatory units and meet SAT or ACT score requirements may be admitted to USCB. Transfer students are required to have a 2.0 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

Additionally, to be admitted to the initial educator preparation program, students must demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis™ Core Academic Skills for Educators tests or on the SAT or ACT. See the USCB Educator Preparation Handbook for more detailed information. All students seeking to major in Secondary Teacher Education Biology program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses (EDCI and EDRD courses numbered 400 or more as well as EDME courses listed below).

There are admission criteria specific to the Secondary Teacher Education Biology major program. Application for admission into the Secondary Teacher Education Biology program must be submitted to the Biology Teacher Education Committee through the Natural Sciences department. The applicant must have completed at least 45 hours of undergraduate credit together with the following conditions (as well as other USCB academic requirements):

- 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
- Passing scores on all *Praxis*™ exams required by the South Carolina Department of Education for licensure in

Secondary Education Biology. Official scores must be submitted to and received by the Department of Natural Sciences

- Attendance at the Secondary Teacher Education orientation session scheduled by the department
- A clear criminal background check
- Successful completion of the Professional Program Interview and the Disposition Statement
- Approval by the Biology Teacher Education Committee

Curricula designated as professional education courses are limited to students who have been formally accepted into USCB's Bachelor of Science in Secondary Teacher Education Biology.

Curriculum

USCB offers the Bachelor of Science with a major Secondary Teacher Education Biology. To qualify for graduation, a student must meet general education requirements and biology core requirements as stated below. **A "C" or better is required in all courses.**

General Education Requirements 37-46

English 6
 Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106.

Numerical and Analytical Reasoning..... 6
 MATH B115
 STAT B201

Speech
 COMM B140, B201, or B230 3

Liberal Arts
 Liberal Arts Elective (Humanities or Social/Behavioral Sciences¹) 3
 HIST B115 or B116 3
 Fine Arts² 3
 PSYC B101 3
 PSYC B321 3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, COMM, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

Natural Sciences
 Two courses, at least one with associated laboratory 7

Majors: *Requirements in this category will be fulfilled by Major Requirements below. No additional courses are required.*

Foreign Languages 0-6
 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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of the foreign language requirement for bilingual speakers: students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’s language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.

Global Citizenship and Multicultural Understanding0-3
Majors: Requirement in this category will be fulfilled by completing HIST B115 or B116.

Major Requirements **96**

BIOL B101 and B102	8
BIOL B230	4
BIOL B243	4
BIOL B270 & B270L	4
BIOL B290	1
BIOL B301 & B301L	4
BIOL B303	3
ASTR B211 & B211L	4
CHEM B111 and B112	8
MSCI B210.....	4
STAT B201.....	3
PHYS B201 & B201L or B211 & B211L	4
PHYS B202 & B202L or B212 & B212L	4
EDCI B100	3
EDCI B243	3
EDEX B300	3
EDRD B319.....	3
EDPY B335	3
EDRD B429.....	3
EDSE B430.....	3
EDSE B430P.....	2
EDCI B441	3
EDSE B469.....	12
EDSE B476.....	3

Total hours required..... **129**

SCHOOL OF THE PROFESSIONS

DR. KIMBERLY DUDAS – INTERIM DEAN

Department of Business Administration – *Dr. George Smith, Chair* **Business Administration (Bachelor of Science) – *Dr. George Smith, Program Coordinator***

Professors

Heiens, Richard A., Ph.D., Florida State University

Associate Professors

Catma, Serkan, Ph.D., West Virginia University

Smith, George, Ph.D., University at Albany, SUNY

Assistant Professors

Iglesias, Jose Luis Castro, D.B.A., University of Florida

Visiting Professor

Bowers, William, Ph.D., University of South Carolina

Instructors

Crews, Ginny, M.B.A., The Citadel

Prestby, Kelly, M.Acc., Auburn University

Swift, Peter, D.P.S., Pace University

Adjuncts

Bartlett, Diane H., M.B.A., Emory University

Bowen, John R. C., J.D., University of South Carolina

Carberry, Patrick, M.B.A., Pace University

Long, Barry, M.Acc., University of South Carolina

Lundin, John, Ph.D., University of Texas at Arlington

McGee, Lynn W., Ph.D. Indiana University

Moore, Peter, M.B.A., Ashland University

Petrucci, Joan, M.A., Webster University

Rochon, Thomas, M.S., Loyola University of Chicago

Spetrino, William, M.A., Cleveland State University

Stuart, Aurel, M.S., Troy State University

Department of Education – *Dr. Bruce Marlowe, Chair*

Early Childhood Education (Bachelor of Arts) – *Dr. Elizabeth Brinkerhoff, Program Coordinator*

Elementary Education (Bachelor of Arts) – *Dr. Elizabeth Johnson, Program Coordinator*

Professors

Marlowe, Bruce A., Ph.D., Catholic University

Associate Professors

Tompkins, Renarta H., Ph.D., Emory University

Assistant Professors

Brinkerhoff, Elizabeth L., Ph.D., Florida State University

Johnson, Elizabeth L., Ph.D., University of South Carolina

Instructor

Rizzi, Maryanne, M.Ed., Kent State University

CAEP Accreditation Coordinator

Burns, Rachel, Ph.D., University of South Carolina

Adjuncts

Colleen Beck-Ungvarsky, M.A., Lesley University

N’Kia Campbell, Ph.D., South Carolina State University

Kyra Hartley, M.A., Lesley University

Gloria Holmes, Ph.D., State University of New York Stonybrook

Amy Kunkle, Ed.D., University of Tennessee

Lori Munaco, M.Ed., George Mason University

Martha McIlveene, Ph.D., Georgia State University

Jackie Rosswurm, Ph.D., University of South Carolina

Department of Hospitality Management – *Dr. Charles Calvert, Interim Chair*
Hospitality Management (Bachelor of Science) – *Dr. Charles Calvert, Interim Program Coordinator*

Professors

Barth, Sean, Ph.D., Texas Tech University

Calvert, Charles L., Ed.D., North Carolina State University

Salazar, John, Ph.D., Auburn University

Associate Professors

Hritz, Nancy, Ph.D., Indiana University

Visiting Professor

Bowers, William, Ph.D., University of South Carolina

Instructors

Gibson, Su, M.B.A, University of South Carolina

McCombs, Kelly, M.S., Nutrition, Ohio State University

Olivetti, Keri, J.D., M.B.A., University of Tulsa

Adjuncts

Chiacchiero, John, M.B.A., Miami University

Savidge, Laurie, M.S.H.R.T.M., University of South Carolina

Kramer, Maria, M.T.A., George Washington University

Ward, JB, Ph.D., Texas Tech University

Department of Nursing & Health Professions – *Dr. Kimberly Dudas, Chair*
Nursing (Bachelor of Science) – *Dr. Kimberly Dudas, Program Coordinator*
Public Health (Bachelor of Science) – *Dr. Diana Reindl, Program Coordinator*

Associate Professor

Dudas, Kimberly, Ph.D., RN-BC, CNE, Nova Southeastern University

Williams, Susan C., Ph.D., RN, University of South Carolina

Assistant Professors

Butler, Chesanny, Ph.D., RN, CNE, Oakland University
Hutchison, Lynne, DNP, RN, FNP-BC, Wilkes University
Mayer, Alyssa, Ph.D., University of South Florida
Phillips, Pamela, Ph.D., RN, University of South Carolina
Reindl, Diana M., Ph.D., CHES, University of Toledo
Serieux, Elizabeth, Ph.D., University of Georgia
Wheeler, Jana, DNP, APRN, Medical University of South Carolina

Instructors

Kuehn, Joanne, RN, BSc (Hons), ONC, MSN, CPHQ, CPPS, Regis University
Shaffer, Judith M., MSN, RN, Kaplan University Iowa

Adjuncts

Alvarez, Jr., Beda E., M.D., Cebu Doctors' College of Medicine
Lotz, Diana L., MSN, RN, ONC, Drexel University
Robertson, Alyssa, MSN, RN, CEN, CNE, Drexel University
Summa, Caroline, MSN, RN, Grand Canyon University
Vane, Shannon, MSN, RN, CPN, CSRN, Sacred Heart University
Warren, Alan, M.P.H., Ph.D., University of Georgia

BUSINESS ADMINISTRATION (BACHELOR OF SCIENCE)

- CONCENTRATION IN ACCOUNTING
- CONCENTRATION IN MANAGEMENT
- CONCENTRATION IN MARKETING

Purpose Statement

The USCB Business Administration degree focuses on the traditional business areas of accounting, economics, finance, management, and marketing and their roles in implementing business strategies. The program strives to enhance student understanding of the dynamics of today's global economy and competitive forces. An integrative approach is employed stressing leadership, ethics, interpersonal skills, and technological competence in a critical thinking context. Real-world skills are developed which allow our graduates to contribute to their future employers in for-profit, non-profit and government organizations, as well as their local and global community.

Program Goals

The Bachelor of Science in Business Administration program includes the following objectives:

- Understand and apply basic business concepts in a global economy.
- Attain quantitative and qualitative reasoning to analyze data and make informed, ethical business decisions.
- Demonstrate effective management and leadership skills.
- Communicate effectively.

USCB seeks to ensure that all students who complete the Bachelor of Science in Business Administration are able to:

- Demonstrate an understanding of business terminology and the basic theoretical concepts in the business disciplines.
- Demonstrate an understanding of the historical development of business practices.
- Integrate and utilize concepts from fundamental business courses (Accounting, Economics, Finance, Management, and Marketing) to construct strategically sound and ethical decisions in a global economy.
- Explain the major theoretical approaches to the study of human behavior relevant to business.
- 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 objectives.
- Demonstrate the ability to conduct an effective business analysis and prepare a written report with recommendations based on this analysis.
- Effectively utilize technology resources to perform management functions such as financial analysis, scheduling, production work flows and database storage and retrieval.
- Conduct business research using major library databases, business journals, and business reference resources.
- Demonstrate the ability to develop and deliver a professional business presentation.

Admissions Standards for the Business Administration Program

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

Curriculum

USCB offers the Bachelor of Science with a major in Business Administration and concentrations in Accounting, Management, and Marketing. To qualify for graduation, a student must meet general education requirements, program requirements, business core requirements and concentration requirements as stated below.

Double Concentration: Students have the ability to receive two concentrations (e.g., Management and Marketing) that will be listed on the transcript upon graduation. Students will need to take 5 courses required in each concentration (section IV), and may count 3 of the classes from one concentration towards their Business electives (section V).

I. General Education Requirements with Notes for Majors37-46

English..... 6

Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.

Numerical and Analytical Reasoning 6

Majors: requirements in this category will be fulfilled by Program Requirements in (II) below. No additional courses are required.

Speech

COMM B140, B201 or B230 3

Liberal Arts

Liberal Arts Electives (humanities or social/behavioral sciences)¹ 6

Majors: ECON B222 is a program requirement in (II) below and satisfies 3 hours of the Liberal Arts Electives requirements. Choose 3 additional hours.

HIST B101, B102, B111, B112, B115, or B116 3

Fine Arts² 3

Social/Behavioral Sciences 3

Majors: ECON B221 is a program requirement in (II) below and satisfies the Social/Behavioral Sciences requirement.

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

² Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH 452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

II. Program Requirements..... **18-22**

Majors: 12-13 hours of Program Requirements are accounted for in the Recommended General Education curriculum.

ECON B221 (satisfies the Social/Behavioral Science requirement) 3
ECON B222 (satisfies 3 hours of the Liberal Arts electives requirement) 3
MATH B111/B111L or MATH B115 (each with a grade of "C" or higher) 0-4*
MATH B122 or MATH B141 (each with a grade of "C" or higher) 3
MGSC B290 3
STAT B201 3
BADM B210 3

*students may place out of MATH B111/B111L and/or MATH B115 with an appropriate Mathematics Placement Test Score.

III. Business Core Requirements (each with a grade of "C" or higher) **36**

ACCT B225, B226 6
BADM B324, B345, B363, B379, B383 (or ECON B303), B396 18
MGMT B371, B478 6
MGSC B390 3
MKTG B350 3

IV. Concentration Requirements (each with a grade of "C" or higher)

Accounting Concentration

ACCT B335, B345, B355, B425, B426¹, B485² **18**

¹Before enrolling in ACCT B426 you must take and pass ACCT B425 with a grade of "C" or higher.

²Before enrolling in ACCT B485 you must take and pass ACCT B426 with a grade of "C" or higher.

-OR-

Management Concentration

MGMT B374, B376, B403, B473, B475 **15**

-OR-

Marketing Concentration

MKTG B352, B453, B454, B455, B465 **15**

V. Business Electives (each with a grade of "C" or higher) **6-9**

Any 3 upper division Business/Economics courses (2 if accounting concentration) not required by sections III or IV (students earning a double concentration are exempt from this requirement).

VI. Electives **3-17**

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

EARLY CHILDHOOD EDUCATION (BACHELOR OF ARTS)

Purpose Statement

The Department of Education is committed to preparing teacher candidates who are learner-ready on day one of their professional teaching careers.

Program Goals

The primary goal of the Department of Education is to create a legacy of engaged citizen-educators, well-equipped to respond adaptively to a broad range of student needs and primed to serve as advocates for children and young people. We do this by focusing on the acquisition of deep content knowledge, strong pedagogical skills, and professional teacher dispositions.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Early Childhood Education are able to:

- demonstrate subject matter knowledge, understanding of child and adolescent development, learning theory, professional teacher dispositions and sound pedagogical practice, as identified by relevant professional standards;
- apply their acquired knowledge and skills in public school classrooms;
- make the transition from the University to a professional environment;
- demonstrate an understanding that all students can learn and assume responsibility for their learning;
- design and integrate technologically rich experiences based on the educational needs of students;
- work collaboratively with colleagues, students and communities of varied cultural, ethnic and economic backgrounds.

Candidate Progression:

To successfully complete the Bachelors of Arts in Early Childhood Education, teacher candidates must progress through all four levels of the educator preparation program. These levels are outlined in the table below, with each level acting as a transition point for program progression to the next benchmark.

Program Benchmark	Requirements for Entry
Pre-Professional	<ul style="list-style-type: none"> • Attend the Pre-Professional Orientation prior to the completion of EDCI 100*
Professional	<ul style="list-style-type: none"> • Maintain a cumulative 2.75 GPA in all undergraduate coursework. • Complete all pre-professional and all required content area courses with a “C” or better in each course. • Attain an overall GPA of 3.0 in all Department of Education courses** • Complete all general education and content area requirements. • Achieve passing scores on all three sections of the Praxis Core exam or earn a 22 on the ACT or 1650 on the SAT*** (See Appendix for details.) • Complete a criminal background check from SLED. • Complete 25 hours working with children or adolescents or the Teacher Cadet Program. • Attend the Professional Program Orientation • Earn an average Academic Disposition rating score of 2.5 or higher
Internship	<ul style="list-style-type: none"> • Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Internship Eligibility Presentation.

Program Completion	<ul style="list-style-type: none"> • Pass the clinical internship • Pass the Internship Seminar • Receive a college recommendation for educator certification to teach in South Carolina.
--------------------	--

*Teacher Cadet candidates must attend an orientation prior to applying for the Professional Program

**Students pursuing secondary licensure must maintain an overall GPA of 3.0 in certain content area courses, as determined by the specific secondary certification program. Please see program of study advisement sheet for specific requirements in the Appendix.

***Must have a score of at least 550 on the math, reading and writing sections of the SAT.

Admission into the Professional Program

Teacher candidates seeking to enter the professional program must complete the Professional Program Admission Checklist (see below).



**Educator Preparation Program
Professional Program Admission Checklist**

Student Name _____ **Advisor** _____

Phone # _____ **E-Mail** _____

Teacher Certification Program _____

- _____ Attended the Professional Program Orientation.
- _____ Cumulative 2.75 GPA in all undergraduate coursework.
- _____ Completed all pre-professional & required content area courses with a "C" or higher.
- _____ Overall of GPA of 3.0 in all Department of Education courses.
- _____ Completed all general education and content area requirements.
- _____ Passed the Praxis Core exam (or earned needed ACT/SAT scores).
- _____ Clear criminal background check from SLED.
- _____ Completed 25 hours of working with children or adolescents (or Teacher Cadet Program).
- _____ Earned an average Academic Disposition rating score of 2.5 or higher.

Admission into the professional program requires that every item on the Checklist is completed. Once the checklist is completed, candidates must present it, along with appropriate documentation (e.g., official Praxis scores; clear criminal background check, etc.), to their academic advisor for review and signature. After obtaining the advisor's signature, candidates should present the signed checklist and documentation to the Chair of the Department of Education for approval.

Teacher candidates who wish to enter the professional program during the spring semester must present the signed checklist and documentation to the Chair of the Department of Education by October 1st of the previous fall semester. Teacher candidates who seek to enter the professional program during the fall semester must present the signed checklist and documentation to the Chair of the Department of Education by February 1st of the previous spring semester.

Transition to Internship

Candidates seeking to enter Internship must first pass all of their practicum experiences (see the Field Handbook for how these are assessed), their required Praxis II exams, and the Internship Eligibility Presentation.

Presentation for Internship Eligibility

Teacher candidates who have passed all practicum experiences will schedule an appointment with the Department’s Administrative Assistant for a 30-minute presentation during finals week. Using artifacts (e.g., lesson plans, case studies, etc.), data analysis where appropriate, and videotape of their own instruction as evidence, teacher candidates will have 20 minutes to reflect on their growth towards becoming proficient with the South Carolina Teacher Standards 4.0. A 10-minute question and answer period will follow the presentation.

Immediately following the question and answer period, the candidate will leave the room and the presentation will be assessed by the evaluators using the rubric in Table 4. When the evaluators reach consensus, the candidate will be invited to return to the room for feedback. The Presentation for Internship Eligibility is evaluated on a pass/fail basis. Teacher candidates will be provided with a synopsis of the strengths of their presentation as well as the areas the evaluators believe warrant improvement. Teacher candidates will be informed of their evaluation at the conclusion of the session. Teacher candidates who do not pass the Internship Eligibility Presentation will be given the choice of rescheduling another presentation at a later date or leaving the certification program.

Program Completion

Successful completion of the certification program requires earning a passing grade in both Internship and Internship Seminar.

Internship and Internship Seminar

Teacher candidates will be assessed using the South Carolina Teaching Standards 4.0. While candidates will receive either Satisfactory or Unsatisfactory (S/U) they will earn a letter grade in the Internship Seminar. Candidates will be assessed on their attendance, class participation, dispositions, and assignments, including the Teacher Work Sample, which is described in the Internship Seminar syllabus. Unexplained or excessive absences in this class could result in candidates receiving a failing grade.

Curriculum

LEVEL I

General Education and Program Requirements 43

English..... 6
 Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of “C” or higher.

Numerical and Analytical Reasoning 9-10
 MATH B111/B111L
 MATH B221 (each with a grade of “C” or higher)
 MATH B222 (each with a grade of “C” or higher)

Speech..... 3
 COMM B140, B201 or B230

Liberal Arts

Liberal Arts Elective (Humanities or Social/Behavioral Sciences¹) 6
 HIST B111 or B112..... 3
 Fine Arts²..... 3
 Social/Behavioral Science³ 3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, COMM, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be take for credit. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’s language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.

Global Citizenship and Multicultural Understanding 3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B301, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

Pre-Professional Courses (completion of at least 30 hours general education required) 27

- EDCI B100, B243, B322 9
- EDFO B321 3
- EDPY B335 3
- EDEC B340, B342 6
- EDRD B318 3
- PSCY B209 or B321 3

LEVEL II

Professional Program Courses (each with a grade of “C” or higher) 28

- EDCI B441 3
 - EDEC B345 3
 - EDEC B435, B436, B440P 8
 - EDEX B300 3
 - EDRD B425*, B428*, B430*, B450P* 11
- *EDRD B318 is a pre-requisite for these four courses

LEVEL III

Clinical Internship

EDEC B469, B476 (each with a grade of “C” or higher) 15

LEVEL IV

Complete Teacher Certification and Graduation Requirements

Total hours required 123

ELEMENTARY EDUCATION (BACHELOR OF ARTS)

Purpose Statement

The Department of Education is committed to preparing teacher candidates who are learner-ready on day one of their professional teaching careers.

Program Goals

The primary goal of the Department of Education is to create a legacy of engaged citizen-educators, well-equipped to respond adaptively to a broad range of student needs and primed to serve as advocates for children and young people. We do this by focusing on the acquisition of deep content knowledge, strong pedagogical skills, and professional teacher dispositions.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Elementary Education are able to:

- demonstrate subject matter knowledge, understanding of child and adolescent development, learning theory, professional teacher dispositions and sound pedagogical practice, as identified by relevant professional standards;
- apply their acquired knowledge and skills in public school classrooms;
- make the transition from the University to a professional environment;
- demonstrate an understanding that all students can learn and assume responsibility for their learning;
- design and integrate technologically rich experiences based on the educational needs of students;
- work collaboratively with colleagues, students and communities of varied cultural, ethnic and economic backgrounds.

Candidate Progression:

To successfully complete the Bachelors of Arts in Elementary Education, teacher candidates must progress through all four levels of the educator preparation program. These levels are outlined in the table below, with each level acting as a transition point for program progression to the next benchmark.

Program Benchmark	Requirements for Entry
Pre-Professional	<ul style="list-style-type: none"> • Attend the Pre-Professional Orientation prior to the completion of EDCI 100*
Professional	<ul style="list-style-type: none"> • Maintain a cumulative 2.75 GPA in all undergraduate coursework. • Complete all pre-professional and all required content area courses with a “C” or better in each course. • Attain an overall GPA of 3.0 in all Department of Education courses.** • Complete all general education and content area requirements. • Achieve passing scores on all three sections of the Praxis Core exam or earn a 22 on the ACT or 1650 on the SAT.*** (See Appendix for details.) • Complete a criminal background check from SLED. • Complete 25 hours working with children or adolescents or the Teacher Cadet Program. • Attend the Professional Program Orientation • Earn an average Academic Disposition rating score of 2.5 or higher
Internship	<ul style="list-style-type: none"> • Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Internship Eligibility Presentation.

Program Completion	<ul style="list-style-type: none"> • Pass the clinical internship • Pass the Internship Seminar • Receive a college recommendation for educator certification to teach in South Carolina.
--------------------	--

*Teacher Cadet candidates must attend an orientation prior to applying for the Professional Program

**Students pursuing secondary licensure must maintain an overall GPA of 3.0 in certain content area courses, as determined by the specific secondary certification program. Please see program of study advisement sheet for specific requirements in the Appendix.

***Must have a score of at least 550 on the math, reading and writing sections of the SAT.

Admission into the Professional Program

Teacher candidates seeking to enter the professional program must complete the Professional Program Admission Checklist (see below).



Student Name _____ Advisor _____

Phone # _____ E-Mail _____

Teacher Certification Program _____

- _____ Attended the Professional Program Orientation.
- _____ Cumulative 2.75 GPA in all undergraduate coursework.
- _____ Completed all pre-professional & required content area courses with a “C” or higher.
- _____ Overall of GPA of 3.0 in all Department of Education courses.
- _____ Completed all general education and content area requirements.
- _____ Passed the Praxis Core exam (or earned needed ACT/SAT scores).
- _____ Clear criminal background check from SLED.
- _____ Completed 25 hours of working with children or adolescents (or Teacher Cadet Program).
- _____ Earned an average Academic Disposition rating score of 2.5 or higher.

Admission into the professional program requires that every item on the Checklist is completed. Once the checklist is completed, candidates must present it, along with appropriate documentation (e.g., official Praxis scores; clear criminal background check, etc.), to their academic advisor for review and signature. After obtaining the advisor’s signature, candidates should present the signed checklist and documentation to the Chair of the Department of Education for approval.

Teacher candidates who wish to enter the professional program during the spring semester must present the signed checklist and documentation to the Chair of the Department of Education by October 1st of the previous fall semester. Teacher candidates who seek to enter the professional program during the fall semester must present the signed checklist and documentation to the Chair of the Department of Education by February 1st of the previous spring semester.

Transition to Internship

Candidates seeking to enter Internship must first pass all of their practicum experiences, their required Praxis II exams, and the Internship Eligibility Presentation.

Presentation for Internship Eligibility

Teacher candidates who have passed all practicum experiences will schedule an appointment with the Administrative Assistant for the Department of Education for a 30-minute presentation during finals week. Using artifacts (e.g., lesson plans, case studies, etc.), data analysis where appropriate, and videotape of their own instruction as evidence, teacher candidates will have 20 minutes to reflect on their growth towards becoming proficient with the South Carolina Teacher Standards 4.0. A 10-minute question and answer period will follow the presentation.

Immediately following the question and answer period, the candidate will leave the room and the presentation will be assessed by the evaluators using the rubric in Table 4 (see Appendix). When the evaluators reach consensus, the candidate will be invited to return to the room for feedback. The Presentation for Internship Eligibility is evaluated on a pass/fail basis. Teacher candidates will be provided with a synopsis of the strengths of their presentation as well as the areas the evaluators believe warrant improvement. Teacher candidates will be informed of their evaluation at the conclusion of the session. Teacher candidates who do not pass the Internship Eligibility Presentation will be given the choice of rescheduling another presentation at a later date or leaving the certification program.

Program Completion

Successful completion of the certification program requires earning a passing grade in both Internship and Internship Seminar.

Internship and Internship Seminar

Teacher candidates will be assessed using the South Carolina Teaching Standards 4.0. While candidates will receive either Satisfactory or Unsatisfactory (S/U) they will earn a letter grade in the Internship Seminar. Candidates will be assessed on their attendance, class participation, dispositions, and assignments, including the Teacher Work Sample, which is described in the Internship Seminar syllabus. Unexplained or excessive absences in this class could result in candidates receiving a failing grade.

Curriculum

LEVEL I

General Education and Program Requirements	43
English	6
Either ENGL B101 or ENGL B105; B101L; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.	
Numerical and Analytical Reasoning	9-10
MATH B111/B111L	
MATH B221 (each with a grade of "C" or higher)	
MATH B222 (each with a grade of "C" or higher)	
Speech	3
COMM B140, B201 or B230	
Liberal Arts	
Liberal Arts Elective (Humanities or Social/Behavioral Sciences ¹)	6
HIST B111 or B112	3
Fine Arts ²	3
Social/Behavioral Science ³	3

¹Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, COMM, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

²Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

³Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.

Natural Sciences

Two courses, at least one with associated laboratory 7

Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be take for credit. BIOL B110 and BIOL B120 cannot both be taken for credit.

Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.

Foreign Languages 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.

Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.

Global Citizenship and Multicultural Understanding 3

A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.

The following courses have been approved for this requirement: ANTH B102, ANTH B301, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. *Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.*

Pre-Professional Courses (completion of at least 30 hours general education required) 27

- EDCI B100, B243, B322 9
- EDFO B321 3
- EDEL B320, B330 6
- EDPY B335 3
- EDRD B318 3
- PSCY B209 or B321 3

LEVEL II

Professional Program Courses (each with a grade of "C" or higher) 28

- EDCI B441 3
 - EDEL B431, B432, B434, B440P 11
 - EDEX B300 3
 - EDRD B425*, B428*, B430*, B450P* 11
- *EDRD B318 is a pre-requisite for these four courses

LEVEL III

Clinical Internship

EDEL B470, B476 (each with a grade of "C" or higher) 15

LEVEL IV

Complete Teacher Certification and Graduation Requirements

Total hours required 123

HOSPITALITY MANAGEMENT (BACHELOR OF SCIENCE)

Purpose Statement

The purpose of the Hospitality Management program is to provide and continually improve a curriculum responsive to the dynamics of the regional hospitality industry. This will be achieved through teaching, applied research and service.

The department will:

- Provide a high quality educational experience for students through excellence in teaching.
- Conduct applied research to advance knowledge in the discipline.
- Provide outreach and service to the state and local hospitality and tourism industries.

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, retail conference and convention arenas, private clubs and continuing care/retirement facilities, among others.

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.

USCB seeks to ensure that all students who complete the Bachelor of Science in Hospitality Management are able to ...

- Apply theories concepts and applications relating to effective leadership and management of hospitality operations.
- Outline the unique problems and issues associated with hospitality, tourism, and related service industries.
- Evaluate the economic, environmental, and social relationships in the hospitality, tourism, and related service industries.
- Evaluate data to inform decision making.
- Demonstrate communication skills in a professional setting.
- Apply the principles of diversity and inclusion across various settings and populations.
- Demonstrate competencies required of a professional in the hospitality, tourism, and related service industries.

Admission Standards for the Hospitality Management Program

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

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 Requirements with Notes for Majors37-46

English..... 6

Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.

Numerical and Analytical Reasoning	6
MATH B101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.	
Majors: <i>if you take CSCI B101 to fulfill this requirement, it will fulfill the major requirement as well; however, only a total of 3 hours are counted toward the total required hours.</i>	
Speech	
COMM B140, B201 or B230	3
Liberal Arts	
Liberal Arts Electives (humanities or social/behavioral sciences) ¹	3
ECON B221 or B222	3
HIST B101, B102, B111, B112, B115, or B116	3
Fine Arts ²	3
Social/Behavioral Sciences ³	3
¹ Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.	
² Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.	
³ Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.	
Natural Sciences	
Two courses, at least one with associated laboratory	7-8
Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.	
Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.	
Foreign Languages	0-6
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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Challenge Exam. For all other foreign languages, the requirement is waived after USCB certification but no credit is earned by demonstrating an equivalent proficiency.	
Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency (USCB conducted test) in a language other than English are also exempt, without credit, from this requirement.	
Global Citizenship and Multicultural Understanding	0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework. A course that fulfills this requirement may also be used to fulfill another General Education requirement or any program, major, minor, or cognate requirement as well.	
The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. <i>Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.</i>	

II. Program Requirements (2.0 GPA average required)	24
HRTM B221 Hospitality Accounting I and HRTM 222 Hospitality Accounting II	6
HRTM B230 Hospitality Management (prerequisite for HRTM 490)	3
HRTM B235 Destination Marketing (prerequisite for HRTM 450).....	3
CSCI B101 Introduction to Computer Concepts).....	3
HRTM B245 Professional Development in Hospitality Management	3
ECON B221 or B222	3
HTRM B290 Practicum	3

III. Major Requirements (2.0 GPA average required)..... 36

Note: some courses are only offered every other semester; check with program faculty to determine schedule before registering.

HRTM B110 Introduction to Hospitality	3
HRTM B260 ¹ Hotel Management	3
HRTM B270 ⁴ Quantity Food Production	4
HRTM B280 ² Tourism.....	3
HRTM B311 ⁴ Principles of Food Service Sanitation	1
HRTM B312 ⁴ Management by Menu	1
HRTM B357 Hotel, Restaurant and Travel Law	3
HRTM B370 Restaurant Food Production Management	
-OR- HRTM B372 ² Catering Management	3
HRTM B385 ² Club Management	3
HRTM B421 ² Hospitality Financial Management.....	3
HRTM B450 ¹ Hospitality Marketing Sales	3
HRTM B490 ² Hospitality Management Strategies	3
HRTM B495 ³ Hospitality Management Internship	3

¹Spring only ²Fall only

³the internship course is only offered in the summer and should be taken after all course work is completed

⁴HRTM B311 and HRTM B312 are co-requisites with HRTM B270

IV. Professional Elective Courses..... 9

Any HRTM course not used to fulfill another degree requirement.

V. Electives..... 10–20

Total hours required..... 120

PUBLIC HEALTH (BACHELOR OF SCIENCE)

Purpose Statement

The purpose of the Bachelor of Science with a major in Public Health (formerly known as Health Promotion) is to prepare students for the multidisciplinary field of practice concerned with designing, implementing and evaluating interventions that enable individuals, families, groups, organizations and communities to play active roles in achieving, protecting and sustaining the public's health. The National Commission for Health Education Credentialing (NCHEC), Inc. (www.ncheec.org) identifies seven areas of responsibility for health educators. The program is grounded in these seven areas and students will be prepared to sit for this optional certification exam.

Program Goals

The Department of Nursing and Health Professions endorses the competencies outlined in the *Accreditation criteria for Standalone Baccalaureate Programs* (2018, p. 4) and NCHEC's areas of responsibility as delineated in *Areas of Responsibilities, Competencies, and Sub-competencies for Health Education Specialists* (2015, pgs. 1-12)

Accordingly, the baccalaureate program prepares graduates to:

- Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
- Locate, use, evaluate, and synthesize public health information
- Assess needs, resources and capacity for public health information
- Plan and implement health education, promotion and public health programs
- Develop evaluation and research related to health education, promotion and public health
- Administer and manage health education, promotion and public health efforts
- Serve as a health education, promotion and public health resource person
- Communicate, promote and advocate for health, health education, promotion, public health and the profession.

USCB seeks to ensure that all students who complete the Bachelor of Science in Public Health are able to...

The Department of Nursing and Health Professions endorses the following domains outlined in the *Accreditation criteria for Standalone Baccalaureate Programs* (2018, p. 3).

- state the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
- summarize the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
- employ the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
- evaluate the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- relate the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
- prepare the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
- interpret the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
- differentiate basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government
- produce basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Curriculum

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

I. General Education and Professional Program Requirements 51-58

The following general education requirements or their equivalent must be completed or transferred in for credit (each with a grade of “C” or higher).

English..... 6
ENGL B101 or ENGL B105; ENGL B102 or ENGL B106. Each with a grade of ‘C’ or better).

Numerical and Analytical Reasoning

MATH B111 or a higher level mathematics course 3-4
MGSC B290 or CSCI B101..... 3
STAT B201..... 3

Speech

COMM B140, B201 or B230..... 3

Liberal Arts

HIST B101, B102, B111, B112, B115, or B116..... 3
Fine Arts..... 3
PSYC B101..... 3
PSYC B209 or B321 3
ENGL B461 or HPRO B461..... 3
SOCY B360 (suggested elective)

Foreign Languages..... 0-6

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. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Natural Sciences

BIOL B243 or equivalent coursework 4
BIOL B244 or equivalent coursework 4
Additional BIOL or CHEM from the equivalent coursework listed below..... 4
- BIOL B101
- BIOL B102
- BIOL B110
- BIOL B120 & B120L
- BIOL B230
- CHEM B109
- CHEM B111
- CHEM B112

Global Citizenship and Multicultural Understanding Studies

ANTH B452 or HPRO B300..... 3

Nutrition

HRTM B242 or approved nutrition elective..... 3

II. Major Requirements (each with a grade of “C” or higher)..... 51

COMM B350 Health Communications..... 3
HPRO B310 Introduction to Health Promotion..... 3
HPRO B315 Health Promotion Across the Lifespan 3
HPRO B320 Chronic Disease and Risk Reduction 3
HPRO B330 Principles of Epidemiology 3
HPRO B340 Introduction to Environmental Health 3

HPRO B360	Health Behavior and Education	3
HPRO B380	Research Methods in Health Promotion	3
HPRO B390	Field Experience in Health Promotion	3
PHIL B312	Biomedical Ethics	3
HPRO B401	Health Care Delivery Systems	3
HPRO B410	Examining Health Inequalities	3
HPRO B420	Leadership and Management in Health Promotion	3
HPRO B450	Health Promotion Program Development	3
HPRO B460	Health Promotion Program Evaluation	3
HPRO B480	Internship in Health Promotion	4
HPRO B490	Senior Seminar	2

III. Electives (as necessary to earn the remaining credits required for degree completion)..... **10-18**

Total hours required **120**

Advanced Placement

General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

Additional Requirements and Student Responsibilities for All Health Professions Programs

Health Requirements and Background Check: In addition to meeting the health requirements of the University, enrollment in the Public Health internship is contingent upon a negative criminal background check and drug screen and submission of health information including required health screening tests, examinations, and immunizations in order to participate in clinical and laboratory requirements. More information about these requirements can be found in the Department of Nursing and Health Professions Student Handbook.

Transportation to Internship Sites: Each student should have a valid driver's license and is responsible for transportation to and from their internship site and other practice sites in both urban and rural areas.

CPR Completion: All students enrolled in health promotion courses are required to maintain current certification in cardiopulmonary resuscitation for healthcare providers.

Attendance Policy: Classroom and laboratory attendance is expected. Attendance in all clinical and practice experiences is required to pass a course.

NURSING (BACHELOR OF SCIENCE)

- RN TO BSN TRACK
- PRE-LICENSURE TRACK

Purpose Statement

The Department of Nursing and Health Professions, consistent with the USCB mission exists to prepare competent and safe professional nurses to serve in local, regional and national settings, using concepts, care strategies, and techniques to deliver patient/client-centered nursing services as a member of the discipline and the interprofessional health care team.

Roadmap for Students in the Health Professions

After being accepted into USCB, students interested in the Nursing Program are classified as “Public Health pre-nursing intent.” Once students are formally accepted into the Pre-licensure or the RN to BSN Track, they will be transferred to a faculty academic advisor in the Nursing program to assist with the required coursework.

	Nursing Pre-licensure Track Nursing Intent	RN to BSN Track
<i>Status</i>	Acceptance into USCB and acceptance into the nursing program of study	Program is on hold for AY 18-19
<i>Requirement</i>	<ul style="list-style-type: none"> • Overall GPA of 3.0 or above • Overall science GPA of 2.75 or above • Kaplan Entrance Test 	
<i>College Credits</i>	0-41 or more general education and professional program required credits	

BSN Program

Program Goals

The USCB Department of Nursing and Health Professions endorses the goals of Liberal Education for Baccalaureate Generalist Nursing Practice as delineated in *The Essentials of Baccalaureate Nursing Education* by the American Association of Colleges of Nursing (2008, p. 12).

Accordingly, the baccalaureate program prepares the graduate to:

- Integrate theories and concepts from liberal education into nursing practice.
- Synthesize theories and concepts from liberal education to build an understanding of the human experience.
- Use skills of inquiry, analysis, and information literacy to address practice issues.
- Use written, verbal, non-verbal, and emerging technology methods to communicate effectively.
- Apply knowledge of social and cultural factors to the care of diverse populations.
- Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.
- Integrate the knowledge and methods of a variety of disciplines to inform decision making.
- Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.
- Value the ideal of lifelong learning to support excellence in nursing practice.

USCB seeks to ensure that all students who complete the Bachelor of Science in Nursing are able to...

1. Provide safe, quality, collaborative, and evidence-supported care in entry-level nursing positions across settings and in interprofessional teams.
2. Identify clinical problems, administer therapeutic interventions, and evaluate outcomes for individuals, families, and communities in need of professional nursing services.
3. Engage in high stakes communication that conveys knowledge of medical practice and clinical informatics, priorities and urgency for care within the scope and functions of licensure, willingness to advocate for the client/patient, adheres to ethical practice, and respect for interprofessional relationships.

4. Advance professional and organizational standards that impact patient populations by leading quality improvement and change management initiatives; influences access-to-care, cost effectiveness, and quality through policy interpretation and advocacy.
5. Demonstrate caring ideals that are culturally-sensitive, respect socio-economic differences, and honor client/patient and family variations and life preferences.
6. Incorporate the facile use of patient care and information technologies to advance relationship-centered care and population health strategies.

Accreditation/Approval

The baccalaureate program at the University of South Carolina Beaufort is accredited by the Commission on Collegiate Nursing Education. Accreditation status may be validated on the [CCNE website](#). The program is also approved by the South Carolina Board of Nursing to offer the BSN Program.

RN to BSN Track (Registered Nurses)

This program is currently under revision and no students are being admitted for AY 18-19. The program anticipates reopening with a revised curriculum in the Fall of 2019.

BSN Pre-licensure Track

General Admission (Pre-Nursing) Requirements

Admission to the University of South Carolina Beaufort is determined by standard admission requirements. Transfer students, change of major students, and students seeking a second bachelor's degree who wish to pursue a degree in nursing should have an overall cumulative GPA of 3.0 or above and an overall science GPA of 2.75 or above (all required science pre-requisite courses). The nursing program is competitive and limited to accepting 48 students each year, thus all who apply may not be offered admission to the BSN major.

Admission to the Nursing (BSN) Major

Health sciences or transfer students may apply for admission to the nursing major (Bachelor of Science in Nursing) no later than August 1 to begin the degree requirement clinical courses in the spring semester of each year. There are 41 credits required in specific courses for application to the BSN Pre-licensure track. Applications are currently processed through *NursingCAS*. Visit [NursingCAS](#) and click "Apply Here" to initiate your application. Detailed information on application to BSN Pre-licensure Track is available on the Nursing website located at [here](#).

The primary goal of the admissions process is to identify candidates who exhibit strong (natural and behavioral) science backgrounds—as well as ideal personal characteristics—consistent with the capacity to excel in both the art and science of nursing. Moreover, because of the University's commitment to diversity in serving our region, a secondary aim of the process is to select a diverse entering class closely aligned with the general population.

In order to predict potential for academic success in the nursing program, applicants should have an overall GPA of 3.0 or above and an overall science GPA of 2.75 or above, including the required natural science courses (one semester of anatomy and one semester of physiology or A & P I and A & P II and Microbiology). It is highly recommended that all general education coursework be completed prior to beginning the nursing sequence (NURS) of courses.

The Nursing Student Affairs (admissions) Committee will further take into account the following:

- Academic history and trends including overall cumulative GPA and overall science GPA
- Scores on the nursing pre-admission test in all categories
- Number of courses successfully completed toward the major
- Applicant attributes including but not limited to: residence in local counties principally served by the USC Beaufort mission, ethnicity, and gender
- A 'C' grade or above on all science and Nursing courses with a maximum of one science *or* one Nursing course repeated once to earn a minimum grade of 'C'

Selected candidates will receive notification by email, no later than October 15. Successful candidates may be offered a letter of "conditional acceptance" pending evidence of successful completion of outstanding pre-requisite courses. Students must provide evidence of the final grades to the Nursing Student Affairs Committee as soon as grades are available to determine that GPA's have been met and/or maintained. A definitive acceptance will be determined and the candidate notified at the completion of fall semester after review of all semester grades and verification that all pre-requisite courses have been completed.

Advanced Placement

General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

Transfer Credit

Transfer students for the pre-licensure BSN track must:

- Have a cumulative GPA of 3.0 or higher and a cumulative science GPA of 2.75 or above. All potential transfer students are encouraged to meet with an academic advisor prior to application to the program to determine eligibility and to develop a recommended course of study. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student's official transcript from all colleges previously attended.
- Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
- Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are less than five years old will be evaluated for transfer on an individual basis through a petition to the Nursing Student Affairs Committee, approved by the Department Chair, and meet the University requirements for transfer credits. The last 32 hours of credit must be earned in residence at the University.
- Students pursuing the BSN as a second bachelor's degree will be required to meet program pre-requisite requirements, other general education requirements will be met through approved transfer credits.

Progression and Retention

Students enrolled in the BSN Nursing major must abide by the following:

- A grade of 'C' or better is required in all courses.
- Students must successfully complete the clinical component of a course to receive a passing grade in the course.
- Any time that a nursing student incurs a second failure in the same course in the core nursing requirement courses (see Pre-licensure Curriculum Plan), he or she will be dismissed from the BSN program and is not eligible for re-entry.
- Any time that a nursing student incurs two failures in different courses of the core nursing requirement courses (see Pre-licensure Curriculum Plan), he or she will be dismissed from the BSN program and is not eligible for re-entry.
- A grade of 'C' or better in any course that is a prerequisite to other courses is required before progression to the next course.
- Pre-licensure students who have less than a 2.75 GPA are placed on probation within the Department of Nursing and Health Professions for one major semester or 12 credit hours but may continue to take all required courses.
- If at the end of the probationary semester GPA is still less than 2.75, the probationary period may be extended for one additional semester. If at the end of a second probationary semester the GPA is still below a 2.75, students are administratively removed from their required nursing course sequence. Probation from the Department of Nursing and Health Professions and suspension from the University are two different academic regulations (see Academic Regulations and Academic Suspension in this publication).
- Students who have been accepted to the nursing program and receive a (W) in their first semester in the program must reapply to the nursing program and compete with the next applicant pool.
- Students who withdraw and receive a "W" for courses succeeding the first semester must reapply to retake the course(s). See information on Petition Process in BSN Student Handbook.
 - USCB does NOT assign an automatic "W" or "withdrawal" grade if a student stops attending class/lab/clinical or handing in assignments. The student will receive an "F" for the course. It is the student's responsibility to officially drop the course by the drop date.
- Any student who receives a (WF), a D or lower in any NURS course, the (WF) counts the same as a "D" or an "F" and constitutes a nursing course failure in program for courses in the Core Nursing Requirements.
- Throughout the curriculum, standardized achievement tests are used to assess student progress in specific nursing content. Based on the results of these tests, students may be required to remediate course content. The remediation work must be satisfactorily completed by the last day the class meets.
- Students must complete any required nursing content including enhanced learning work, as determined by standardized achievement tests to avoid a grade of 'I' (incomplete) and potential delay in progressing to the next semester in the nursing curriculum.

- In addition, students are required to submit proof of clinical and health clearance requirements on an annual basis to be eligible for participation in any clinical course. (Refer to the *BSN Student Handbook*) for specific requirements).
- Students must complete all nursing courses in three and a half calendar years after acceptance into the clinical courses.

Readmission

Readmission after dismissal from the nursing program will be determined on a case-by-case and space availability basis. If a student receives a “W” and wants to reenter, the student must reapply and compete for admission as a new student. If a student receives a “WF” during the semester in any NURS course, it is considered a failure in that nursing course. All students seeking re-admission must compete with the current applicant pool. Students who withdraw and receive a “W” for courses subsequent to the first semester must reapply to retake the course(s). If a student receives a “WF” in any NURS course that are in the core nursing requirements, it is considered a failure in that nursing course. Applicants with two or more unsatisfactory grades in nursing courses will not be considered for readmission in the BSN program.

Refer to the [USCB BSN Student Handbook](#) for detailed admission, progression and retention policies.

Application for Licensure in Nursing

Prior to completion of the last semester of study, students are expected to apply for the nursing licensing examination, NCLEX-RN®, and apply for licensure to the South Carolina State Board of Nursing or other Board of Nursing in the jurisdiction where the student will be employed after graduation.

The South Carolina Board of Nursing has declared the following:

Effective March 2, 2009, an applicant for a license to practice nursing in South Carolina shall be subject to a criminal history background check as defined in 40-33-25 of the Nurse Practice Act. In addition to all other requirements and for the purpose of determining an applicant's eligibility for an authorization to practice, each applicant will be required to furnish a full set of fingerprints and additional information required to enable a criminal history background check to be conducted by the State Law Enforcement Division (SLED) and the Federal Bureau of Investigation (FBI). The cost of conducting a criminal history background check will be borne by the applicant and the department shall keep information received pursuant to this section confidential, except that information relied upon in denying an authorization to practice may be disclosed as may be necessary to support the administrative action.

Ability Statement and Health Requirements

Students entering the BSN Program will be required to perform certain skills requiring specific abilities. See the *BSN Student Handbook* for a listing of these abilities and additional health and background requirements necessary for clinical practice.

Pre-licensure BSN Track Curriculum

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

For Students entering USCB Fall 2018 and beyond:

I. General Education and Professional Program Requirements 48-54

The following general education requirements or their equivalent must be completed or transferred in for credit (each with a grade of “C” or higher). The final 32 credit hours of coursework must be taken at USCB to receive a degree from USCB.

English..... 6

ENGL B101 and ENGL B102. Each course must have a grade of “C” or higher.

Numerical and Analytical Reasoning

MATH B111 or a higher level mathematics course3

STAT B201 3

Speech

COMM B2013

Liberal Arts	
HIST B101, B102, B111, B112, B115, or B116	3
Fine Arts.....	3
SOCY B101	3
Psychology	
PSYC B101	3
PSYC B209 or B321	3
Foreign Languages	0-6
Natural Sciences	
BIOL B230 or equivalent coursework	4
BIOL B243 or equivalent coursework	4
BIOL B244 or equivalent coursework	4
Global Citizenship and Multicultural Understanding Studies	
NURS B330.....	3
Nutrition	
HRTM B242 or approved nutrition elective.....	3
II. Core Nursing Requirements (each with a grade of "C" or higher)	61
NURS B105 Concepts, Communication and Calculations	2
NURS B202 Decision-Making in Concept Based Care	3
NURS B202C Clinical Introduction to Nursing Techniques	3
NURS B310 Pathophysiology.....	3
NURS B312 Assessment and Physical Exam of Individuals	3
NURS B320 Pharmacologic Interventions	3
NURS B326 Nursing Care of Adults with Acute and Chronic Conditions	3
NURS B326C Clinical Care of Adults	3
NURS B330 Transcultural Health Practices (meets Global Citizenship Requirement)	3
NURS B350 Science of Evidence-Based Practice	3
NURS B356 Nursing Care of Childbearing Families	3
NURS B358 Nursing Care of Children	3
NURS B360C Clinical Care of Mothers, Newborns and Children.....	3
NURS B410 Leading in Organizational Settings.....	3
NURS B412 Nursing Care of Individuals with Mental and Addictive Disorders	3
NURS B418 Community and Public Health Nursing.....	3
NURS B420C Clinical Care in Public Health and Community Settings	3
NURS B425 Nursing Care of High Acuity Adults.....	3
NURS B425C Clinical Care of High Acuity Adults	3
NURS B430C Clinical Synthesis and Seminar	3
NURS B435 Career Preparation and Transition	2
III. Electives (as necessary to earn the remaining credits required for degree completion)	9-15
Total hours required	121

For Students who entered USCB prior to Fall 2018:

I. General Education and Professional Program Requirements **52-60**

The following general education requirements or their equivalent must be completed or transferred in for credit (each with a grade of "C" or higher). The final 32 credit hours of coursework must be taken at USCB to receive a degree from USCB.

English	6
ENGL B101 and ENGL B102. Each course must have a grade of "C" or higher.	
Numerical and Analytical Reasoning	
MATH B111 or a higher level mathematics course	3-4
STAT B201	3

Speech	
COMM B140, B201, or B230.....	3
Liberal Arts	
HIST B101, B102, B111, B112, B115, or B116.....	3
Fine Arts.....	3
SOCY B101.....	3
Psychology	
PSYC B101.....	3
PSYC B209 or B321.....	3
Foreign Languages	0-6
Natural Sciences	
BIOL B230 or equivalent coursework.....	4
BIOL B243 or equivalent coursework.....	4
BIOL B244 or equivalent coursework.....	4
CHEM B109 or equivalent coursework.....	4
Global Citizenship and Multicultural Understanding Studies	
ANTH B452 or NURS B330.....	3
Nutrition	
HRTM B242 or approved nutrition elective.....	3
II. Core Nursing Requirements (each with a grade of “C” or higher).....	66
NURS B202 Introduction to Professional Nursing.....	6
NURS B310 Biophysical Pathology.....	3
NURS B312 Health Assessment.....	3
NURS B320 Clinical Pharmacology.....	3
NURS B326 Adult Health Nursing I.....	6
NURS B350 Nursing Research.....	3
NURS B356 Women’s Health Nursing.....	5
NURS B358 Children’s Health Nursing.....	5
NURS B360 Gerontological and Rehabilitation Nursing.....	3
NURS B401 Health Care Delivery Systems.....	3
NURS B410 Professional Nursing Leadership and Management.....	4
NURS B412 Mental Health Nursing.....	4
NURS B418 Community Health Nursing.....	5
NURS B420 Trends and Issues in Nursing.....	3
NURS B425 Adult Health Nursing II.....	9
NURS B435 Professional Seminar.....	1
III. Electives (as necessary to earn the remaining credits required for degree completion).....	1-9
Total hours required.....	127

Additional Requirements and Student Responsibilities for All Nursing Students

Background checks, urine drug screening and health requirements are required for all nursing students to ensure the safety of the patients treated by students in the clinical education program. Clinical agencies **do** have the right to refuse student clinical placement based on criminal background and health requirements. **A student will not be allowed into clinical settings if the background check or the health clearance is inadequate.** Students must complete the clinical portion of courses to pass the nursing courses. Therefore, students who cannot pass a background check or drug screen will not be admitted or be able to progress to the USCB Nursing program.

Out of Pocket Fees: Nursing students have additional out of pocket costs for health insurance, uniforms, clinical instruments, etc. Some are one-time costs while others are recurring each year.

Transportation to Clinical Practice Sites: Each student is responsible for transportation to and from hospitals and other clinical practice sites in both urban and rural areas.

CPR: All students enrolled in nursing courses are required to maintain current American Heart Association cardiopulmonary resuscitation for healthcare providers (BLS for Healthcare Providers).

Attendance Policy: Classroom and laboratory attendance is expected. Attendance in all clinical and laboratory experiences is required to pass a course with a clinical component for sufficient practice hours. In the event of an unavoidable absence, the student must give prior notification to the clinical professor and the clinical agency. An arrangement for missed/excused work is made at the discretion of the course coordinator.

Detailed information about specific program requirements can be found in the [BSN Student Handbook](#).

MILITARY DEGREE PROGRAMS

Academic Programs

The USCB Military Program is designed specifically for active-duty military personnel and their dependents to take courses. USCB offers five eight-week semesters each year. Classes begin in January, March, June, August and October. The program offers a wide range of general education courses, as well as some upper-division courses. USCB awards the Associate of Arts and Associate of Science degrees; but only active-duty military personnel and their dependents are eligible to earn these Associate degrees. Baccalaureate degrees are awarded (SEE DEGREE COMPLETION).

Associate Degree Requirements

USCB offers the Associate in Arts (A.A.) degree and the Associate in Science (A.S.) degree to active-duty military and their dependents who have earned 60 hours of approved credit 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 A.A. and A.S. degree programs, contact the Director of Military Programs at 843-208-8149.

Purpose Statement

To graduate with an associate degree from USCB, 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.

Program Goals

USCB's associate degree program is committed to assessment and continuous improvement and it is committed to ensuring that all associate degree graduates meet the following student outcomes.

USCB seeks to ensure that all students who complete the A.A./A.S. program are able to...

- Formulate a thesis, organize complex ideas, support ideas with appropriate evidence and render them in coherent, grammatical and properly punctuated written English.
- Read and think carefully, analytically and critically.
- Communicate effectively in spoken English.
- Find, evaluate and appropriately use information.
- Effectively use common computer hardware and software.
- Perform basic mathematical calculations and interpret data intelligently.
- Understand the scientific method and the fundamentals of the physical or life sciences.
- Understand and appreciate literature and the fine arts and their place in the culture.
- Understand the development of a culture over time and use a broad historical perspective to understand their position in the world.
- Understand human behavior from the perspective of at least one of the social/behavioral sciences.
- Recognize and value diversity and understand global and cultural perspectives.

Curriculum

I. General Education Requirements	A.A.	A.S.
English	6	6
Either ENGL B101 or ENGL B105; and either ENGL B102 or ENGL B106. Each course must have a grade of "C" or higher.		
Numerical and Analytical Reasoning	6	9
MATH B101 or a higher level mathematics course, plus additional coursework in mathematics, logic, statistics, computer science, accounting, or psychological statistics. (Accounting and psychological statistics for A.S. students only.)		
Speech		
<i>COMM B140 or B230</i>	3	3
Liberal Arts		
<i>Liberal Arts Electives (humanities or social/behavioral sciences)¹</i>	6	6
<i>HIST B101, B102, B111, B112, B115, or B116</i>	3	3
<i>Fine Arts²</i>	3	3
<i>Social/Behavioral Sciences³</i>	3	3
1 Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.		
2 Courses from: ARTH, ARTS, MUSC, or THEA. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.		
3 Courses from: ANTH, ECON, GEOG, GLST, LING, POLI, PSYC, and SOCY.		
Natural Sciences		
<i>Two courses, at least one with associated laboratory</i>	7	7
Courses from: ASTR, BIOL, CHEM, MSCI, and PHYS. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. BIOL B110 and BIOL B120 cannot both be taken for credit.		
Two courses outside the Natural Science curriculum also satisfy the 3-credit course requirement of Natural Science: ANTH B101 and PSYC B361. Students may elect to take them as either fulfilling a Natural Science General Education requirement or a Social Science General Education requirement, but not both.		
General Education Global Citizenship and Multicultural Understanding Studies	0-3	0-3
<i>The following courses have been approved for this requirement: ANTH B102, ANTH B312, ANTH B317, ANTH B351, ANTH B352, ANTH B452, COMM B450, EDCI B322, ENGL B270, ENGL B291, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HPRO B300, NURS B330, RELG B203, SOCY B315 and SPAN B380. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Director of General Education.</i>		
II. Electives	20-23	17-20
Total hours required	60	60

Students must maintain a cumulative grade point average of 2.0 and 15 semester hours must be earned at USCB.

Military Student Services

Military 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 student 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 or baccalaureate degree. See Degree Completion section. Transfer work, military experience and CLEP tests are not officially evaluated for credit until the Military Special student begins attending as a degree-seeking student.

To be considered under the category of “Military Special Student,” 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 student 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.

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. See the Admissions section for additional information.

Residency for Military Personnel and Their Dependents

Members of the United States Armed Forces (and their dependents), veterans, reservists, and National Guard members (and their dependents) who are stationed in South Carolina on active duty may be considered eligible to the active-duty military rate for tuition. “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.

Under certain circumstances governed by the Code of Laws of South Carolina section 59-112-50(B) of the 1976 Code, as last amended by act 133 of 2012, provides that, “Active duty Military Personnel may be charged less than the undergraduate tuition rate for South Carolina Residents for courses that are presented on a distance basis, regardless of residency; and that Military Personnel, Veterans, and their Dependents receiving specified federal educational benefits under Chapter 30 and Chapter 33, Title 38 the US Code, are entitled to receive in-state tuition rates without regard to the length of time the individual has resided in the state. A copy of military orders is required.

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 Provost.

Note: Not all baccalaureate degrees accept the full thirty hours of military credit.

In order to have military experience evaluated for credit, 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. See Admissions section for additional information.

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 active-duty military students and their dependents to complete a degree. If a military student or dependent is transferred, s/he 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 apply only toward the associate degree.

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 appropriate academic department Chair.

Grade Reporting

Grade reports are submitted to the appropriate Armed Forces reporting agency on every active duty military student taking classes paid for through government tuition assistance. Military students receiving a failing grade for a course are required to pay back government funding for that class. Additionally, grade reports are used to support future funding for students enrolling in subsequent terms.

Graduation

To earn a degree from USCB, the last 25% of semester credit hours earned must be earned ‘in residence’ at USCB. Currently, this equates to fifteen semester hours for the A.A. or A.S. and at least 30 semester hours for most Bachelor’s degrees. At least half of the hours of the student’s major courses and of minor courses (if applicable) must be taken at USCB. Some programs impose greater student residence and/or major requirements. See Academic Regulations for additional information.

Tuition and Fees

Active Duty military students, their dependents, and National Guard members may qualify for in-state tuition and special military rates upon certification of official orders to a military facility in the state of South Carolina. The Financial Aid and Scholarships Office can assist students with government tuition assistance and financial aid benefits. See the Financial Aid Section or contact the Financial Aid office at (843) 521-3104 for specific information on the Montgomery G.I. Bill, Tuition Assistance, VA Benefits and other financial Aid questions.

Withdrawal Due to 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 s/he 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 Provost 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 Provost. 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 Provost. "WF"s shall not be assigned to students called to active military duty. After the Provost 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). The completed Extenuating Circumstances form should be returned to the Provost 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 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. While the University allots 12 months to complete a grade of "I", the military tuition assistance office in Pensacola, Fla. states that those military students receiving tuition assistance have only 6 months to complete the required work or be charged for 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 a 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 this Bulletin. Students who present unique problems not covered by this policy should contact the Provost.

COMPOSITE COURSE LISTING

(NOTE: ^ indicates a course is not available for audit; § indicates a cross-listed course)

ACCT - Accounting

ACCT B225 - FUNDAMENTALS OF ACCOUNTING I (3). ^

(Prerequisite or Co-requisite: BADM B210) External financial reporting for business entities, including income measurement and determination of financial position.

ACCT B226 - FUNDAMENTALS OF ACCOUNTING II (3).

(Prerequisite: ACCT B225 with a grade of 'C' or higher; MGSC B290 or CSCI B101) Internal managerial and cost accounting, including budgeting, cost determination and analysis.

ACCT B325 – FRAUD EXAMINATION (3).

(Prerequisite: ACCT B226) An overview of the different types of fraud, how and why they are committed, and the methodology for investigating and resolving allegations of fraud. Special emphasis is placed on detection and deterrence.

ACCT B335 - SURVEY OF FEDERAL TAXATION (3).

(Prerequisite: Grade of 'C' or higher in ACCT B226) Federal tax law and preparation of individual income tax returns.

ACCT B345 – ACCOUNTING INFORMATION SYSTEMS (3).

(Prerequisite: Grade of 'C' or higher in ACCT B226) Accounting systems for business decision-making and effective control of the business enterprise.

ACCT B355 - COST ACCOUNTING (3).

(Prerequisite: Grade of 'C' or higher in ACCT B226) Preparation, critical analysis and use of management accounting information for purposes of strategic decision making, planning and control and performance measurement and evaluation.

ACCT B425 – INTERMEDIATE ACCOUNTING I (3).

(Prerequisite: Grade of 'C' or higher in ACCT B226) A detailed study of the preparation and presentation of the balance sheet, income statement, statement of retained earnings, and statement of cash flows. Includes a comprehensive analysis of financial transactions related to revenues and assets, with an emphasis on revenue recognition, and asset valuation issues.

ACCT B426 – INTERMEDIATE ACCOUNTING II (3).

(Prerequisite: Grade of 'C' or higher in ACCT B425) A continuation of the detailed study of the preparation and presentation of financial statements. Problem solving techniques and the ability to structure problem solutions will be stressed.

ACCT B429 – INTERNSHIP IN ACCOUNTING (1-6). ^

(Prerequisite: ACCT B226 and one upper level accounting concentration class with a grade of 'C' or higher; and consent of the instructor) Experiential learning in a public or private accounting setting. This course may be repeated once with the approval of the Department Chair and consent of the Instructor.

ACCT B485 – AUDITING (3).

(Prerequisites: ACCT B426, STAT B201) Principles of auditing necessary to evaluate the integrity of accounting systems and financial reporting.

AFAM - African American Studies

AFAM B201 - INTRODUCTION TO AFRICAN-AMERICAN STUDIES I (3).

A broad introduction to the history, culture, religion, institutions, politics, economics, arts, and psychology of people of African descent as developed from experience in both the old and new worlds.

AFAM B202 - INTRODUCTION TO AFRICAN-AMERICAN STUDIES II (3).

ANTH - Anthropology

ANTH B101 - 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, ANTH B102.

ANTH B102 - 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, ANTH B101. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

ANTH B312 - 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. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

ANTH B317 - NORTH AMERICAN INDIAN CULTURES (3).

Comparative study of ethnographic data on American Indian cultures, with emphasis on their significance for ethnological theory. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

ANTH B319 - PRINCIPLES OF ARCHAEOLOGY (3).

An introduction to the principles, methods, and theory of archaeology, including prehistoric and historic case studies.

ANTH B333 - NORTH AMERICAN PREHISTORY (3).

Prehistoric anthropology in North America from the first arrival of man through the beginning being of European acculturation.

ANTH B344 - ANTHROPOLOGY OF TOURISM (3).

Drawing on tourism destinations, development agendas, and societies from around the globe, this course will critically examine the relationship between tourism and cultural identities and economies.

ANTH B351 - 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. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

ANTH B352 - ANTHROPOLOGY OF MAGIC AND RELIGION (3).

{\$RELG B360} A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth and possession. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

ANTH B385 - GENDER AND LANGUAGE USE (3).

{\$COMM B385} The course will explore an approach to gender and language use that emphasizes the grounding in social practice of both.

ANTH B399 - INDEPENDENT STUDY (3-6). ^

(Prerequisite: Contract approval by instructor, advisor, Department Chair and School Dean is required.)

ANTH B452 - MEDICAL ANTHROPOLOGY (3)

(Prerequisites: Sophomore standing or higher) Socio-cultural factors in health, illness, healing and in medical systems. Crosscultural and ethnographic evidence for public health research and program applications. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

ANTH B490 – SELECTED TOPICS IN ANTHROPOLOGY (3).

Course content in research and methods varies and will be announced in the schedule of classes by topic title. Open to juniors and seniors.

ARTE - Art Education

ARTE B101 - INTRODUCTION TO ART (3).

Lectures in art appreciation introducing the elements and principles of the visual arts, with examples from the history of art.

ARTH - Art History

ARTH B105 - HISTORY OF WESTERN ART I (3).

Survey of the major monuments and trends in the history of painting, sculpture and architecture from prehistory to the Middle Ages.

ARTH B106 - HISTORY OF WESTERN ART II (3).

Survey of the major monuments and trends in the history of painting, sculpture and architecture from the Early Renaissance to Contemporary.

ARTH B201 – HISTORY OF ANIMATION IN THE US (3).

{\$ MART B201} A survey of popular animation in the United States, from early 20th century film to contemporary digital media, with an introduction to animation techniques using computer software.

ARTH B315 - HISTORY OF MEDIEVAL ART (3).

A survey of architecture, painting and sculpture in Europe during the Middle Ages.

ARTH B320 - HISTORY OF ITALIAN RENAISSANCE ART (3).

The origins and development of Renaissance painting, sculpture and architecture in Italy during the 15th and 16th centuries.

ARTH B335 - HISTORY OF 20TH CENTURY ART (3).

A survey of architecture, painting and sculpture in the 20th century.

ARTH B390 - TOPICS IN ART HISTORY (3).

Topic title varies.

ARTH B399 - INDEPENDENT STUDY (3-9). ^

(Prerequisite: Contract approval is required.)

ARTS- Studio Art

ARTS B101 – STUDIO ARTS FOR NON MAJORS (3).

Topics will focus on the introduction of approaches to art-making which include traditional and non-traditional methods and techniques.

ARTS B102 – INTRODUCTION TO VISUAL ARTS COMPUTING (3).

A foundations level course in the use of personal computers and discipline-related software as aids in visual art and design.

ARTS B103 – 2-DIMENSIONAL DESIGN (3).

Introduction to visual thinking and principles of two-dimensional design.

ARTS B104 - 3-DIMENSIONAL DESIGN (3).

Introduction to the principles of three-dimensional design regarding concepts, materials, and spatial arrangement.

ARTS B111 - DRAWING I (3).

Introduction to the materials and basic techniques of drawing.

Prerequisites – The four foundation courses (ARTS B102, B103, B104, and B111) must be taken before additional upper-level courses

ARTS B210 –PAINTING I (3).

An introduction to painting that covers materials, techniques and related historical influences on the medium.

ARTS B212 - DRAWING II (3).

This course offers further development of skills in observation; composition, drawing techniques, and language to students who have completed ARTS B111 or equivalent.

ARTS B215 – PRINTMAKING I (3).

An introductory course in printmaking with emphasis on relief processes.

ARTS B220 – CERAMICS I (3).

An introduction to the materials and techniques of ceramics focused on hand-building with an introduction to wheel throwing.

ARTS B225 – SCULPTURE I (3).

An introduction to concepts, materials and techniques related to sculpture.

ARTS B232 - FIGURE STRUCTURE I (3).

(Prerequisites: ARTS B112 or consent of instructor) The structural nature of figure, with emphasis on the translation of form in space onto a two-dimensional surface.

ARTS B233 - FIGURE STRUCTURE II (3).

(Prerequisite: ARTS B232 or consent of instructor) Continuation of ARTS B232 with increased emphasis on anatomy.

ARTS B245 – GRAPHIC DESIGN I (3).

(Prerequisite: ARTS B102 or MART B102) The basics of visual communication, including formal issues, fundamental communication principles, image development, and relevant digital applications.

ARTS B246 – GRAPHIC DESIGN II (3).

(Prerequisite: ARTS B245) Digital production studio techniques for graphic design with a focus on typography and word/image relationships. Additional emphases includes: design issues, fundamental communication principles, image development, and relevant digital applications.

ARTS B262 – DIGITAL PHOTOGRAPHY I (3).

An introduction to the use of the DSLR camera and software manipulation. Manual camera use and creative expression will be the focus aside from historical references pertaining to traditional and digital photography.

ARTS B310 - PAINTING II (3).

(Prerequisite: ARTS B210) A continued exploration of the materials and techniques of painting with emphasis on individual creative expression.

ARTS B311 - PAINTING III (3).

(Prerequisite: ARTS B310) Further development of technical and creative expression.

ARTS B315 - PRINTMAKING II (3).

(Prerequisite: ARTS B215) Relief and intaglio techniques including the execution of original works in these media.

ARTS B316 - PRINTMAKING III (3).

(Prerequisite: ARTS B315) Intaglio and lithography techniques including the execution of original works in these media.

ARTS B320 – CERAMICS II (3)

(Prerequisite: ARTS B220) The execution of ceramic forms with a focus on wheel throwing, firing, and glazes. Additional emphases include design, critical evaluation of form, and advancement of technical skill.

ARTS B321 – CERAMICS III (3).

(Prerequisite: ARTS B320) The execution of ceramic forms with a concentration on hand-building techniques, and the formulation of glazes and clay bodies.

ARTS B325 - SCULPTURE II (3).

(Prerequisite: ARTS B225) A further study of various three-dimensional medias incorporating emerging technologies and advanced practices in sculpture.

ARTS B326 - SCULPTURE III (3).

(Prerequisite: ARTS B325) A further study of various three-dimensional medias incorporating emerging technologies and advanced practices in sculpture.

ARTS B330 - DRAWING III (3).

(Prerequisite: ARTS B212) Enhancing graphic richness in drawings with intellectual and visual perception as content.

ARTS B363 – DIGITAL PHOTOGRAPHY II (3).

(Prerequisite: ARTS B262) Building on the foundation of ARTS B262, the photographic image is further explored in the form of time-based and alternative concepts of photography.

ARTS B364 –DIGITAL PHOTOGRAPHY III (3).

(Prerequisite: ARTS B363) A more experimental approach to the photographic image. Non-traditional processes and concepts will be explored, with the further development of personal expression related to the image.

ARTS B370 – ADVANCED DRAWING (3).

(Prerequisite: ARTS B330) Execution of advanced techniques in drawing utilizing emerging and contemporary practices. Emphasis on personal expression. Can be repeated for a total of 6 credit hours.

ARTS B390 – DIRECTED STUDIO ART INTERNSHIP (3). ^

(Prerequisites: minimum 2.5 GPA, 24 hours of ARTS credits, and approved contract with the internship supervisor) Supervised professional experience working within an arts business. A contract approved by the instructor, advisor and department chair is required for undergraduate students. Minimum of 150 service hours required.

ARTS B395 – TOPICS IN STUDIO ART (3).

Topic varies within traditional and non-traditional studio art disciplines.

ARTS B399 - INDEPENDENT STUDY (3-9). ^

(Prerequisite: Contract approval is required.)

ARTS B412 - ADVANCED PAINTING (3).

(Prerequisite: ARTS B311) An advanced opportunity to develop according to one's interests. Can be repeated for a total of 6 credit hours.

ARTS B417 - ADVANCED PRINTMAKING (3).

(Prerequisite: ARTS B316) The processes and materials of making fine prints. Can be repeated for a total of 6 credit hours.

ARTS B420 - ADVANCED CERAMICS (3).

(Prerequisite: ARTS B321) Further development of throwing and hand-building skills. Introduction to kiln firing and continued glaze and clay experimentation. Can be repeated for a total of 6 credit hours

ARTS B427 - ADVANCED SCULPTURE (3).

(Prerequisite: ARTS B325) This course will focus on individual development in the form of sculpture. Can be repeated for a total of 6 credit hours.

ARTS B431 - ADVANCED DRAWING II (3).

(Prerequisite: ARTS B430) Development of highly individualized content in a series of drawings.

ARTS B465 – ADVANCED DIGITAL PHOTOGRAPHY (3).

(Prerequisite: ARTS B364) This course will focus on individual development in photography. Can be repeated for a total of 6 credit hours.

ARTS B485 – SENIOR EXHIBITION (3). ^

A capstone course that focuses on a group exhibition that includes: artist biography, resume, and statement with an online portfolio documenting the exhibition and other support materials. All Art Majors are required to register for the Senior Exhibition in their senior year.



Note: for additional ARTS courses, view courses under the subject **MART** - Media Arts.

ASTR - Astronomy

ASTR B111 - DESCRIPTIVE ASTRONOMY I (3).

(Prerequisite: Grade of C or better in MATH B111 or a higher level mathematics course) The universe: physical processes and methods of study. Lectures, demonstrations, and laboratory experience. Designed primarily for the non-science major.

ASTR B111L - DESCRIPTIVE ASTRONOMY I LABORATORY (1). ^

Selected topics from ASTR B111 studied in greater depth. Laboratory experience required of students who have not completed ASTR B111.

ASTR B211 - DESCRIPTIVE ASTRONOMY II (3).

(Prerequisite: Grade of C or better in MATH B111 or a higher level mathematics course) Study of Galactic Astronomy including stars, black holes and Galaxies.

ASTR B211L - DESCRIPTIVE ASTRONOMY II LABORATORY (1). ^

(Prerequisite or Co-requisite: ASTR B111L) Topics from ASTR B111/B211 studied in greater depth. Laboratory experience required of students who have not completed ASTR B111.

BADM - Business Administration

BADM B101 - 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.

BADM B210 – FINANCIAL REASONING (3).

The course will provide an introduction to the financial concepts and principles that support business analyses and decision making. The course will focus on important concepts such as: the time value of money, stock and bond valuations, and interest rates and return. In addition, the course will develop an understanding of financial statements and financial ratios.

BADM B324 - COMMERCIAL LAW (3).

(Prerequisite: Junior standing) Contracts, sales, bailments, negotiable instruments, agency, partnership and corporation. A combination of textbook and casebook methods of instruction is used.

BADM B345 - BUSINESS COMMUNICATIONS (3).

(Prerequisite: grade of 'C' or better in ENGL B102) A study of effective methods of business communications including written, oral, electronic and organizational communication.

BADM B363 - BUSINESS FINANCE (3).

(Prerequisite: ACCT B226) The study of the procurement, management, and analysis of the financial wealth and resources of profit-seeking firms.

BADM B379 - BUSINESS ETHICS (3).

(Prerequisite: Junior standing) A study of the values and ethics in business, business and government relations, corporate social performance and stakeholder responsibility. Social, economic, political, technological and ecological dimensions of the external environment will be integrated.

BADM B380 - ENTREPRENEURSHIP (3).

(Prerequisites: MKTG B350, BADM B363 and MGMT B371) 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.

BADM B383 - INTERNATIONAL BUSINESS (3).

(Prerequisites: MGMT B371) Introduces the student to economic, financial, legal, political, cultural, institutional and managerial considerations associated with international business transactions.

BADM B396 - BUSINESS RESEARCH METHODS (3).

(Prerequisites: STAT B201 and MKTG B350) Focus is on the acquisition, use and evaluation of information from a manager's perspective. The course will include problem diagnosis, research design, questionnaire preparation, sampling plans and the collection, analysis and interpretation of data as an aid to effective and efficient managerial decisions.

BADM B397 – TOPICS IN BUSINESS (1-3).

Study of varied business areas and issues that are not covered in existing course offerings. Course may be taken twice with different topics for a maximum of 6 credit hours.

BADM B399 - INDEPENDENT STUDY (3–6). ^

(Prerequisite: Contract approval is required) The maximum number of independent study hours a student may earn in business is limited to six.

BADM B429 - INTERNSHIP (3–6). ^

(Prerequisites: Junior standing, 2.5 GPA, MKTG B350, BADM B345 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 Department Chair and the student's academic advisor.

BIOL - Biological Sciences

BIOL B100H – BIOLOGY HONORS SEMINAR (1). ^

(Prerequisite: Acceptance in the Biology Honors program) This seminar will be an introduction to topics, information, reading and class field trips to reflect the honor's experience in the first two years of the program. Topics covered will include common readings, discussion of current research topics or current events, and professional development of the student. Course can be repeated for up to 4 credits.

BIOL B101 - BIOLOGICAL PRINCIPLES I (4). ^

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 and three laboratory hours per week.

BIOL B102 - BIOLOGICAL PRINCIPLES II (4). ^

Introductory survey of plant and animal systems, principles of development, physiology, reproduction and ecology. Three lecture hours and three laboratory hours per week.

BIOL B110 - GENERAL BIOLOGY (4). ^

Basic biological concepts and issues for non-biology majors. Three lecture, two laboratory hours per week.

BIOL B120 - HUMAN BIOLOGY (3).

Fundamental principles of human biology. Three lecture hours per week. Not for major credit.

BIOL B120L - HUMAN BIOLOGY LABORATORY (1). ^

(Prerequisite or Co-requisite: BIOL B120) Exercises dealing with basic concepts of human biology. Not for major credit.

BIOL B200 - 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.

BIOL B200L - PLANT SCIENCE LABORATORY (1). ^

(Prerequisite or Co-requisite: BIOL B200) Laboratory exercises, demonstrations and audiovisual supplements to BIOL B200. Two hours per week. Not for major credit.

BIOL B230 - MICROBIOLOGY (4). ^

(Prerequisite: college-level biology) 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 and three laboratory hours per week.

BIOL B232 – ANATOMY (4). ^

Functional anatomy of the human body and its relation to disease processes. Not for biology major credit. Three lecture and three laboratory hours per week.

BIOL B234 – HUMAN PHYSIOLOGY (4). ^

(Prerequisite: CHEM B109) Physiology of the human body, including Nervous, sensory, endocrine, muscle, circulatory, immune, respiratory, digestive, urinary and reproductive systems. Not available for biology majors' credit. 3 lecture and 2 laboratory hours.

BIOL B243 - HUMAN ANATOMY AND PHYSIOLOGY I (4). ^

Recommended for students with 1 year of high school (or higher) biology or chemistry with laboratory with a grade of B or better. 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 and three laboratory hours per week.

BIOL B244 - HUMAN ANATOMY AND PHYSIOLOGY II (4). ^

(Pre- or Co-requisite: Grade of C or better in BIOL B243) 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 and three laboratory hours per week.

BIOL B270 - INTRODUCTION TO ENVIRONMENTAL BIOLOGY (3).

Basic ecological principles and the impacts of human population growth and technology. Not for major credit.

BIOL B270L - INTRODUCTION TO ENVIRONMENTAL BIOLOGY LABORATORY (1). ^

(Prerequisite or Co-requisite: BIOL B270) Demonstrations, data analyses, discussions and films relating to human ecology, resource use and environmental impact. Two hours per week. Not for major credit.

BIOL B271 – APPLIED ENVIRONMENTAL SCIENCE (3).

Basic ecological principles on the functions and values of natural systems and how to apply those principles to designing the built environment in concert with nature.

BIOL B290 – WEEKLY SEMINAR IN SCIENCE (1).

(Prerequisite: Permission of instructor) Weekly seminar in science is a survey of scientific research seminars presented by both USCB researchers and visiting researchers from other institutions. Format is that of a departmental seminar. Grades are based on attendance and on a number of executive summaries of seminars by students taking the course for credit. Class can be taken up to 4 times under different semesters.

BIOL B295 – DIRECTED STUDIES IN BIOLOGY (1-4). ^

(Prerequisite: BIOL B101) Study of a topic not otherwise available to student. May involve reading assignments, tutorial, lectures, papers, presentations, or field or laboratory study, determined in consultation with instructor. Repeatable to a maximum of 6 credits.

BIOL B301 - ECOLOGY AND EVOLUTION (3).

(Prerequisite: BIOL B102 and Co-requisite: BIOL B301L) Concepts of evolution, populations and population interactions; communities and ecosystems. Three lecture hours per week.

BIOL B301L - ECOLOGY AND EVOLUTION LABORATORY (1). ^

(Prerequisite or Co-requisite: BIOL B301) Experiments, exercises and demonstrations. Three hours per week.

BIOL B302 - CELL AND MOLECULAR BIOLOGY (3).

(Prerequisite: BIOL B102) 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.

BIOL B302L - CELL AND MOLECULAR BIOLOGY LABORATORY (1). ^

(Prerequisite or Co-requisite: BIOL B302) Experiments, exercises and demonstrations. Three lab hours per week.

BIOL B303 - FUNDAMENTAL GENETICS (3).

(Prerequisite: BIOL B102) Basic principles of transmission and molecular genetics; quantitative inheritance; recombination; bio- chemical aspects of gene function and regulation; developmental genetics and population genetics. Three lecture hours per week.

BIOL B395 – ADVANCED DIRECTED STUDIES IN BIOLOGY (1-4). ^

(Prerequisite: One course from BIOL B301, B302 or B303) Study of a topic not otherwise available to student. May involve reading assignments, tutorial, lectures, papers, presentations, or field or laboratory study, determined in consultation with instructor. Repeatable to a maximum of 6 credit hours.



Note: only after completing two of BIOL B301, B302, or B303 with a grade of C or better may a student enroll in B399+ level courses.

BIOL B399 - INDEPENDENT STUDY (1-6). ^

(Prerequisite: Contract approval is required).

BIOL B405 - DEVELOPMENTAL BIOLOGY I (3).

(Prerequisite BIOL302 and BIOL303) An introduction to the fundamental principles of animal and plant embryonic and post-embryonic development using anatomical, experimental and molecular genetics approaches. Three lecture hours per week.

BIOL B405L - DEVELOPMENTAL BIOLOGY I LABORATORY (1). ^

(Co-requisite: BIOL B405) Descriptive and experimental exercises related to embryology. One three-hour laboratory per week.

BIOL B410 - INVERTEBRATE ZOOLOGY (4). ^

(Prerequisite: BIOL B301) Phylogenetic and comparative aspects of anatomy, physiology, reproduction and embryology of the invertebrates. Three lecture and one three-hour laboratory per week.

BIOL B411 – BIOLOGY OF MARINE ORGANISMS (4). ^

(Prerequisites: BIOL B101, BIOL B102) 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.

BIOL B425 – MARINE PLANTS (4). ^

(Prerequisite: BIOL B301) 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.

BIOL B430 - HISTOLOGY (4). ^

(Prerequisite: BIOL B302) 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.

BIOL B431 - BACTERIOLOGY (3).

(Prerequisite BIOL302 and BIOL303; Co-requisite BIOL B431L) An introduction to bacteria and viruses emphasizing ultrastructure, physiology, genetics and growth. Discussion of public health, industrial and environmental microbiology. Three lecture hours per week.

BIOL B431L - BACTERIOLOGY LABORATORY (1). ^

(Co-requisite: BIOL B431) Three laboratory hours per week.

BIOL B435 - NEUROBIOLOGY (3).

(Prerequisite: BIOL B302 and consent of instructor) Descriptive and experimental aspects of the neural basis of behavior, emphasizing cellular and molecular mechanisms. Three lecture hours per week.

BIOL B435L - NEUROBIOLOGY LABORATORY (1). ^

(Prerequisite: BIOL B302 and consent of instructor) Descriptive and experimental aspects of the neural basis of behavior, emphasizing cellular and molecular mechanisms. One 3-hour laboratory per week.

BIOL B436 - ICHTHYOLOGY (4). ^

(Prerequisite: BIOL B301 or consent of instructor) Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and three laboratory hours per week. Several field trips are required.

BIOL B441 - PRINCIPLES OF BIOCHEMISTRY (3).

{CHEM B450} (Prerequisite: CHEM B333) A survey of fundamentals of biochemistry

BIOL B441L - PRINCIPLES OF BIOCHEMISTRY LABORATORY (1). ^

{CHEM B450L} (Prerequisite or Co-requisite: BIOL B441) Three laboratory hours per week.

BIOL B448 – LIFE AND DEATH IN THE SALT MARSH (4). ^

(Prerequisite: BIOL B301 or consent of instructor) Intensive Summer May Term course teaching field research methods, statistical design, and culminating in an independent research project on aspects of ecological processes of Beaufort and surrounding counties. Students will spend more than 5 hours per day in classroom/field-laboratory context planning, developing, researching background, and carrying out their research project, approved and facilitated by course faculty.

BIOL B451 – FORENSIC TECHNIQUES AND DATA ANALYSIS (3).

(Prerequisite: BIOL B303, CHEM B111 and CHEM B112) Current application of forensic data collection, analysis and interpretation in the legal process. Three lecture hours per week.

BIOL B460 - GENERAL PHYSIOLOGY (3).

(Prerequisite: BIOL B302) Functional mechanisms of vertebrate organ systems. Three lecture hours per week.

BIOL B460L - GENERAL PHYSIOLOGY LABORATORY (1). ^

(Prerequisite or Co-requisite: BIOL B460) Experiments on vertebrate organ system functions using different animal models. One four-hour laboratory per week.

BIOL B461 – MEDICAL PARASITOLOGY (3).

(Prerequisite: BIOL B302 & B303. Corequisite: BIOL B461L) The goal of this course is to introduce students to a phylogenetic/taxonomic overview of major groups of parasites with emphasis on parasites that are of medical or veterinary importance.

BIOL B461L – MEDICAL PARASITOLOGY LABORATORY (1).

(Prerequisite: BIOL B302 & B303. Corequisite: BIOL B461) The goal of this course is to introduce students to a phylogenetic/taxonomic overview of major groups of parasites and develop laboratory skills in parasite identification and morphology.

BIOL B471 – CONSERVATION BIOLOGY (4). ^

(Prerequisite: BIOL B301 or equivalent) Synthesis of current scientific trends in conservation biology. Emphasis will be placed on the preservation of biological diversity as well as its evolutionary potential. Laboratory/Seminar will review scientific literature and introduce modern molecular techniques in conservation biology and computer simulation modeling.

BIOL B475 - MARINE ECOLOGY (3).

(Prerequisites: CHEM B111, BIOL B301) Structure, dynamics and interactions between populations and communities in marine ecosystems. Three lecture hours per week.

BIOL B475L - MARINE ECOLOGY LABORATORY (1). ^

(Prerequisite or Co-requisite: BIOL B475) Laboratory and field exercises in coastal environments.

BIOL B478 – HERPETOLOGY (4). ^

Evolution, physiology, ecology and behavior of amphibians and reptiles. The lab portion of this course will focus on native amphibians and reptiles and their importance in local ecosystems.

BIOL B480 – MOLECULAR MARINE ECOLOGY (3).

(Prerequisite: BIO B301 and BIOL B303) Investigation of techniques and analysis of molecular data in marine organisms. Hands-on experience using molecular tools to investigate population genetic, ecological and systematic principles.

BIOL B498 - BIOLOGICAL RESEARCH: AN INTRODUCTION (4). ^

(Prerequisite: one B300-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.

BIOL B499 - 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.

CHEM - Chemistry**CHEM B109 - CHEMISTRY OF LIVING THINGS (4).**

(Prerequisite: MATH B111 or higher.) Chemical principles including the structure of and energy associated with matter; quantitative kinetic and equilibrium analysis of chemical and physical processes. Structure and function of biological macromolecules and the molecular basis of inheritance are surveyed. Specifically designed for non-science majors. Cannot receive credit for both CHEM B101 and B109. Three lecture, one recitation and two laboratory hours per week.

CHEM B111 - GENERAL CHEMISTRY I (4). ^

(Prerequisite: MATH B111 or B115) A survey of the principles that underlie all chemistry with applications illustrating these principles. Three lecture, one recitation and two laboratory hours per week.

CHEM B112 - GENERAL CHEMISTRY II (4). ^

(Prerequisites: MATH B111 or B115 and a grade of C or better in CHEM B111) A continuation of CHEM 111. Special emphasis on chemical equilibrium. Three lecture, one recitation and three laboratory hours per week.

CHEM B321 - QUANTITATIVE ANALYSIS (3).

(Prerequisite: CHEM B112; Co-requisite: CHEM B321L) Gravimetric, volumetric and introductory instrumental analysis. Three lecture and one recitation hours per week.

CHEM B321L - QUANTITATIVE ANALYSIS LABORATORY (1). ^

(Co-requisite: CHEM B321) Three laboratory hours per week.

CHEM B331L - ESSENTIALS OF ORGANIC CHEMISTRY LABORATORY I (1).

(Prerequisite or Co-requisite: CHEM B333) Laboratory safety, syntheses, separation and purification of carbon compounds.

CHEM B332L - ESSENTIALS OF ORGANIC CHEMISTRY LABORATORY II (1). ^

(Prerequisite: CHEM B331L or, consent of instructor; Prerequisite or Co-requisite: CHEM B334) Continuation of CHEM B331L. Spectroscopic identification of carbon compounds. Three laboratory hours per week.

CHEM B333 - ORGANIC CHEMISTRY I (3).

(Prerequisite: CHEM B112) Contemporary theories, nomenclature, reactions, mechanisms and syntheses of carbon compounds. Three lecture hours per week.

CHEM B334 - ORGANIC CHEMISTRY II (3).

(Prerequisite: Grade of C or better in CHEM B333, or with consent of instructor, CHEM B331) Continuation of CHEM B333. Three lecture hours per week.

CHEM B398 – ADVANCED TOPICS IN CHEMISTRY (1-4).

Study of a topic not otherwise available to student. May involve reading assignments, tutorial, lectures, papers, presentations, or field or laboratory study, determined in consultation with instructor. Repeatable to a maximum of 8 credit hours.

CHEM B399 - INDEPENDENT STUDY (1-3). ^

Contract approval by instructor, advisor, Department Chair and School Dean is required.

CHEM B450 - PRINCIPLES OF BIOCHEMISTRY (3).

{§BIOL 441} (Prerequisite: CHEM B333) A survey of fundamentals of biochemistry.

CHEM B450L - PRINCIPLES OF BIOCHEMISTRY LABORATORY (1). ^

{§BIOL B441L} (Prerequisite or Co-requisite: CHEM B450) Three laboratory hours per week.

CHEM B496 - UNDERGRADUATE RESEARCH (3). ^

(Prerequisite: 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.

COMM - Communication Studies**COMM B140 - PUBLIC COMMUNICATION (3).**

Public speaking and the principles and criticism of oral public communication, to include performance by students.

COMM B190 – INTRODUCTION TO COMMUNICATION STUDIES (3).

An introduction to communication studies as a field of study, including the concepts, ideas, issues, research methods and theories associated with the discipline.

COMM B201 - INTERPERSONAL COMMUNICATION (3).

Presents basic concepts for understanding communication in interpersonal relationships. It combines a theoretical approach with a skills approach to the study of interpersonal communication.

COMM B210 – WRITING ACROSS MEDIA PLATFORMS (3).

(Prerequisite: ENGL B101 or B105, and B102 or B106, each with a grade of C or higher, and COMM B140 and COMM B190) Students will learn practical skills to help them succeed in writing for specifically online news environments. Emphasis is given to clear and effective communication and professional standards as well as the need to tailor the message to the audience and the platform through which it is communicated.

COMM B225 – SINGLE CAMERA PRODUCTION (3). ^

(Prerequisite: COMM B140) This course introduces students to the fundamentals of video production. Students will gain experience in pre-production, production, and post-production short projects.

COMM B230 – ORGANIZATIONAL COMMUNICATION (3).

Fundamentals of oral communication within business and professional settings. Includes performance.

COMM B240 – MEDIA AND SOCIETY (3).

An introduction to the history, evolution and cultural impact of traditional and digital platforms, enabling students to develop a critical perspective of media content.

COMM B250 – THEORIES OF COMMUNICATION (3).

(Prerequisite: COMM B140 and COMM B190) Investigation of theories and concepts used to explain human communication. Includes oral presentation.

COMM B255 – COMMUNICATION STUDIES RESEARCH (3).

(Prerequisite: COMM B250) An examination of the qualitative and quantitative methods employed in communication research. Includes oral presentation.

COMM B300 – NONVERBAL COMMUNICATION (3).

(Prerequisite: Junior or Senior standing and COMM B201) Examination of the dynamics of nonverbal behavior through exploration of scholarly research and the application of practical theory to foster greater understanding of nonverbal messages across social contexts.

COMM B303 – COMMUNICATION LAW (3).

(Prerequisite: COMM B190 and COMM B240, or consent of instructor) An overview of the key areas of First Amendment law, and the important U.S. Supreme Court cases that have addressed the Constitution's guarantee of free speech and free press.

COMM B305 – TELEVISION STUDIO PRODUCTION I (3). ^

(Prerequisite: COMM B225 or instructor permission) This course is devoted to learning the techniques of television studio production. Students will learn preproduction planning, script development, lighting design, audio design, the art of three studio-camera shooting, technical directing and studio television directing.

COMM B306 – MEDIA 2.0 (3). ^

(Prerequisite: COMM B225 or instructor permission) This course explores the changing environment of traditional production and distribution of media. Students will engage in the production and distribution of their work on the internet.

COMM B307 – DOCUMENTARY THEORY & AESTHETICS (3). ^

The course is a theoretical consideration of documentary filmmaking, covering the subgenres, conventions, evolution, social impact, and contemporary issues of the genre. Students will watch and critique films that represent a variety of approaches to the genre.

COMM B308 – PERSUASION AND SOCIAL INFLUENCE (3).

An in-depth exploration of the art and science of persuasion and social influence. Topics of study include definitions and models of persuasion, individual communicator characteristics important in the complex process of persuasion, conformity and influence in groups, persuasive language and nonverbal cues, principles of rhetoric and rhetorical devices, compliance-gaining communication, motivational appeals, deception, and the ethical dimensions of persuasion and social influence.

COMM B325 – ADVOCACY AND OPPOSITION (3).

(Prerequisite: COMM B140 and COMM B190) Major focus on models of argument and how they are presented in various communication contexts. Student debating included.

COMM B328 – INTRODUCTION TO PUBLIC RELATIONS (3).

(Prerequisite: COMM B210) A cross-disciplinary approach to the practice of public relations and its role in contemporary society, including a theoretical and practical understanding of relationship management.

COMM B340 - ORAL INTERPRETATION OF LITERATURE (3).

{THEA B340} A course designed to give an understanding of the principals involved in extracting meaning from the printed page and the oral presentation of that meaning in a lucid and stimulating manner.

COMM B342 – COMMUNICATION IN SPORTS (3).

Examines sports from a communication studies perspective.

COMM B343 - CLASSROOM COMMUNICATION (3).

(Prerequisite: COMM B140) 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.

COMM B345 - STORYTELLING IN CONTEXTS (3).

(Prerequisite: COMM B140) 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.

COMM B350 – HEALTH COMMUNICATION (3).

Examines the strategies of health communication in interpersonal, group, organizational, societal-cultural, political- economic, and historical contexts.

COMM B385 – GENDER & COMMUNICATION (3). ^

{ANTH B385} This course examines how the concept of sex, gender, and sexuality affect human and mediated communication and, in turn, how communication affects our understanding of these concepts.

COMM B389 - SMALL GROUP COMMUNICATION (3).

(Prerequisite: COMM B201) The development of the attitudes, skills and knowledge of methods of effective participation in discussion in conferences, committees and other small groups.

COMM B390 – FAMILY COMMUNICATION (3).

A basic introduction to the study of how communication is used in the family to develop, maintain, enhance or disturb marital and family relationships.

COMM B398 – TOPICS IN COMMUNICATION STUDIES (3).

Reading and research on selected communication studies topics. Course content varies and will be announced in the schedule of classes by topic title.

COMM B399 - INDEPENDENT STUDY (3-6). ^

(Prerequisite: Contract approval is required)

COMM B400 – COMMUNICATION AND POPULAR CULTURE (3).

(Prerequisite: Junior standing) Explores the complex relationships of language, visual images, mediated communication, and cultural values in popular culture.

COMM B401 – PUBLIC RELATIONS CAMPAIGNS (3).

(Prerequisite: COMM B328) An experiential-based seminar on the planning, development, and execution of a comprehensive public relations campaign for organizational or non-profit entities.

COMM B402 – SPORTS BROADCASTING (3). ^

(Prerequisite: COMM B225 and COMM B305) The course provides a strong foundation into the field of sports broadcasting. Students will explore the key issues that drive the sports broadcasting industry and will participate in the production of sports broadcasting.

COMM B403 – DOCUMENTARY PRODUCTION (3). ^

(Prerequisite: COMM B225 or instructor permission) A course devoted to the study of techniques of producing documentaries on video. The work will be grounded in an historical survey of the genre in film and television. The class will include single camera production projects by class production teams.

COMM B404 – POWER, DISCOURSE & SOCIAL IDENTITY (3). ^

(Prerequisite: Junior standing or instructor permission) This course examines notions of identity in public discourse. Students will be introduced to theories of discourse, identity, and power in public discourse (i.e. legal, mediated, policy, etc.) on current social issues.

COMM B405 – TELEVISION STUDIO PRODUCTION II (3). ^

(Prerequisite: COMM B305 or instructor permission) This course is devoted to learning advanced techniques of television studio production. Students will extend previously learned skills of television studio production and will individually produce television shows to be aired on local outlets.

COMM B450 - INTERCULTURAL COMMUNICATION (3).

A study of cultural differences in human communication with focus on theoretical and experiential approaches toward gaining competence in communicating across cultures. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

COMM B490 – COMMUNICATION STUDIES CAPSTONE (3).

(Prerequisite: Senior status and consent of instructor) Provides students with the opportunities to integrate the knowledge and skills they have acquired as communication studies majors as well as provide experiences for students to exhibit competent communication skills learned during their program of study.

COMM B495 – INTERNSHIP IN COMMUNICATION STUDIES (3).

(Prerequisite: Communication Studies Major only, 15 hours of communication studies, consent of instructor). Provides students with the opportunity to apply skills and knowledge across socially and culturally diverse populations in a professional setting. Minimum requirement of 150 service hours. May be repeated for a maximum of 12 credit hours.

CPLT - Comparative Literature

CPLT B290 - GREAT BOOKS OF THE WEST (3).

{ENGL B290} Selected masterpieces of Western literature, with emphasis on non-English language texts in translation which are foundational to literature in English, including works by Homer, Dante, Cervantes, Voltaire, Goethe and Flaubert.

CPLT B291 - INTRODUCTION TO NON-WESTERN LITERATURE (3).

{ENGL B291} Selected masterpieces of non-western literature. Works may range from antiquity to the present. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

CPLT B381 - THE RENAISSANCE (3).

{ENGL B381} Literature of the Renaissance, in its cultural contexts, explored through representative works.

CPLT B382 - THE ENLIGHTENMENT (3).

{ENGL B382} Literature of the Enlightenment in its cultural contexts, explored through representative works.

CPLT B384 - REALISM (3).

{ENGL B384} Literature of Realism in its cultural contexts, explored through representative works.

CPLT B385 - MODERNISM (3).

{ENGL B385} Literature of Modernism in its cultural contexts, explored through representative works.

CPLT B386 - POSTMODERNISM (3).

{ENGL B386} Literature of Postmodernism in its cultural contexts, explored through representative works.

CPLT B395 - CLASSICAL DRAMA (3).

{ENGL B395} Representative plays by Greek and Roman dramatists.

CPLT B397 - MODERN EUROPEAN DRAMA (3).

{ENGL B397} Continental plays from the mid-19th century to the present.

CSCI - Computer Science

CSCI B101 - INTRODUCTION TO COMPUTER CONCEPTS (3).

(Prerequisite: 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.

CSCI B102 - GENERAL APPLICATIONS PROGRAMMING HTML & JAVASCRIPT (3).

(Prerequisite: two years of college preparatory mathematics) Introduction to systematic computer problem-solving and programming for a variety of applications. Open to all majors.

CSCI B104 – COMPUTING IN MATLAB (3).

(Prerequisite: two years of college preparatory mathematics). Develop a basic competence in scientific computing using the Matlab programming language. Previous programming experience is not required.

CSCI B145 – JAVA PROGRAMMING ALGORITHMIC DESIGN I (4).

(Prerequisite: Placement in MATH B141 or grade of C or better in MATH B115) Problem solving, algorithmic design and programming. Three lectures and two laboratory hours per week. Open to all majors.

CSCI B146 - ALGORITHMIC DESIGN II (4).

(Prerequisite: Grade of C or better in CSCI B145 and grade of C or better in MATH B141 or B174; Co-requisite: MATH B174) Continuation of CSCI 145. Rigorous development of algorithms and computer programs; elementary data structures. Three lecture hours and two laboratory hours per week. Open to all majors.

CSCI B150 – INTRODUCTION TO COMPUTATIONAL SCIENCE (3).

(Prerequisite: two years of college preparatory mathematics or equivalent) Topics include computing theories, programming languages, modeling/simulation and visualization tools, and case studies of problem solving and high performance computing in natural sciences.

CSCI B201 – INTRODUCTION TO COMPUTER SECURITY (3).[^]

(Prerequisite or Co-requisite: CSCI B101 or consent of instructor) Introduction to the theory and practice of computer security, including security policies, authentication, digital certificates, firewalls, malicious code, legal and ethical issues, and incident handling.

CSCI B209 - 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 topic title.

CSCI B211 - DIGITAL LOGIC DESIGN (3).

(Prerequisite: MATH B141 or B174) Number systems, Boolean algebra, logic design, sequential machines.

CSCI B240 – INTRODUCTION TO SOFTWARE ENGINEERING (3).

(Prerequisite: CSCI B145 or consent of instructor) Fundamentals of software design and development; software implementation strategies; object-oriented design techniques; ethics in software development.

CSCI B250 – MOBILE APPLICATION DEVELOPMENT (3).

(Prerequisite: CSCI 145 with grade of C or better, or consent.) Introduction to Mobile application development fundamentals including development platforms, user interface design, data persistence, map Application Programming Interface.

CSCI B255 - INTRODUCTION TO COMPUTATIONAL BIOLOGY (3).

(Prerequisite: CSCI B104 or BIOL B101 or consent) Introduction to the Linux operating system, an introduction to computer science and programming using high-level languages, and a survey of various computational tools used in exploring and analyzing biological data.

CSCI B265 – GRAPHICS, MULTIMEDIA AND USER-INTERFACE DESIGN (3).

(Prerequisite: CSCI/MATH B280 or MATH B230, and CSCI B145 or consent.) Principles of windowing systems; Graphical interface design and implementation; Processing graphical data using a high level programming language.

CSCI B280 – COMPUTATIONAL MATHEMATICS (4).

{MATH B280} (Prerequisite: MATH B142 and CSCI B104 or consent of instructor) Fundamental concepts selected from linear algebra and differential equations applicable to Computational Science. Major topics include systems of linear equations, diagonalization, and numerical solutions to differential equations. The focus is on computational methods and programming skills that will be implemented in a variety of science and engineering disciplines.

CSCI B320 - DATABASE SYSTEMS AND MANAGEMENT (3).

(Prerequisite: CSCI B145 or consent) Provides foundations of database systems for students with little prior database experience; topics include relational algebra, data models, schema design and normalization, storage management, query, transaction, concurrency control and consistency.

CSCI B321 - DATABASE-DRIVEN APPLICATIONS DEVELOPMENT (3).

(Prerequisite: CSCI B145 and CSCI B320) Development of data-driven software for devices including smart phones, tablets, handheld units, and other general purpose computing platforms. Emphasis on database connectivity, design patterns, human-computer interfaces and usability.

CSCI B350 – TECHNIQUES OF COMPUTATION (3).

(Prerequisite: CSCI/MATH B280 [or MATH B230 and MATH B242], and CSCI B146 or consent) Core techniques in the scientific computing process; the focus is on numerical methods, data structures, and computing optimization.

CSCI B360 – OPERATING SYSTEMS (3).

(Prerequisite: CSCI B145 or a high-level programming language). Introduction to operating systems. Topics include evolution of operating systems, components and performance, process management, memory management, file systems, security and advanced topics.

CSCI B365 – COMPUTER GRAPHICS (3).

(Prerequisite: CSCI B240 and CSCI/MATH B280 [or MATH B230] or consent.) Graphics pipeline; 2D and 3D geometric objects and transformations; 2D and 3D viewing, clipping, lighting, and rendering processes; Perspective projections; Lighting and reflectance models; Shading models; Hidden surface elimination; 3D curves and surfaces; Color perception and color models.

CSCI B399 - INDEPENDENT STUDY (1-3). ^

(Prerequisite: Contract approval is required).

CSCI B416 – INTRODUCTION TO COMPUTER NETWORKS (3).

(Prerequisite: CSCI B145 or consent) Fundamental concepts in computer networks, protocols, and applications. Topics include: network architectures, transmission media, protocols, wireless networks, routing, security and latest topics.

CSCI B419 - MATHEMATICAL MODELING (4). ^

{§ MATH B419} (Prerequisite: grade of 'C' or better in MATH B142 and CSCI B104, or consent of instructor) Utilizes numerical and mathematical analysis to investigate experimental data and complex systems in science and/or engineering. Emphasis is on the mathematical modeling techniques and computer programming to explore applied problems.

CSCI B422 – INTRODUCTION TO DATA MINING (3).

(Prerequisite: MATH B230 or CSCI/MATH B280, STAT B340 and CSCI B320) Introduction to information processing techniques and mathematical tools to assemble, access, and analyze data for decision support and knowledge discovery.

CSCI B450 – MODELING AND SIMULATION (3).

(Prerequisite: CSCI B350 or consent, and STAT B340) An introduction to modeling and simulation. Topics include fundamental techniques in designing, coding, and use of simulation software to represent actual or theoretical systems in order to observe their behavior and evaluate design correctness.

CSCI B452 - COMPUTER GAME DEVELOPMENT (3).

(Prerequisite: CSCI B350 or consent.) Game concept development; User interface design; Graphics (2D, 3D, animation, and advanced techniques); Game physics; Real-time interaction; Intelligent characters; Software engineering considerations.

CSCI B463 - INTRODUCTION TO DIGITAL IMAGE PROCESSING (3).

(Prerequisite: CSCI B104 or CSCI B145, MATH B230 or CSCI/MATH B280, STAT B340) Overview of digital image processing techniques and their applications; transforms, enhancement, analysis, segmentation, compression, color image processing; computer projects.

CSCI B466 – DATA VISUALIZATION (3).

(Prerequisite: CSCI B350 and CSCI B365 or consent) Concepts of visualization and human vision system; hardware and software basics of computer graphics; visualization pipeline; data representation and processing in computer graphics; algorithms in rendering 2D and 3D geometry; image processing; applications of visualization in science and technology.

CSCI B469 – HIGH PERFORMANCE COMPUTING (3).

(Prerequisite: CSCI B104 or CSCI B145, MATH B230 or CSCI/MATH B280, and CSCI B150) Architecture and interconnection of parallel computers; parallel programming models and applications; issues in high performance computing; programming of parallel computers; general purpose GPU programming and applications.

CSCI B470 – SOFTWARE TESTING AND VERIFICATION (3).

(Prerequisite: CSCI B350 or consent) Testing theory and techniques for software systems; software development process, specification, black-box and white-box testing, configuration and compatibility testing, usability testing, quality assurance, testing planning, and documentation.

CSCI B499 – COMPUTATIONAL SCIENCE CO-OP/INTERNSHIP (1-3).

(Prerequisite: Computational Science major or consent of instructor) Practical full-time work experience in an area of Computational Science, selected by the student and approved by the Department Chair or Computational Science Program Coordinator. For 1 credit, 45 minimum internship work hours required; for 2 credits, 90 work hours, and for 3 credits, 135 work hours.

CSXE - Computational Engineering**CSXE B200 - STATICS (3).**

(Prerequisite: MATH B142) Principles of computational mechanics; equilibrium of particles and rigid bodies; distributed forces, centroids, and centers of pressure, mass, and gravity; moments of inertia; analysis of simple structures and machines.

CSXE B211 – ENGINEERING GRAPHICS AND VISUALIZATION (3).

(Prerequisite: PHYS B211 or consent of instructor) Principles and practice of visualization and graphical representation using modern computer-aided design tools.

CSXE B260 - SOLID MECHANICS (3).

(Prerequisite: CSXE B200) Basic concepts of stress and strain. Behavior of structures under applied loads including forces, torques, moments and combinations thereof. Deformations of elastic relationships between stress and strain.

CSXE B290 - THERMODYNAMICS (3).

(Prerequisite: MATH B240, PHYS B211 or consent) Definitions, work, heat, energy. First law analysis of systems and control volumes. Second law analysis.

CSXE B310 -DYNAMICS (3).

(Prerequisite: CSXE B200.) Kinematics of particles and rigid bodies. Kinetics of particles, emphasis on Newton's second law: energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.

CSXE B327 - DESIGN OF MECHANICAL ELEMENTS (3).

(Prerequisite: CSXE B260.) Design against static failure and fatigue failure of structural members and machine parts; design and selection of components including fasteners, welds, shafts, springs, gears, bearings, and chain drives.

ECON - Economics

ECON B101 - 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.

ECON B221 - MICROECONOMICS (3).

(Prerequisite: MATH B111 with a grade of 'C' or higher) Microeconomic analysis theory of the firm, market structure, cost and output determination; market pricing; income distribution and international economics.

ECON B222 - 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.

ECON B301 - MONEY AND BANKING (3).

(Prerequisites: ECON B221, B222) The role of money in the market economy. Commercial banks, the Federal Reserve System and monetary policy.

ECON B303 - THE INTERNATIONAL ECONOMY (3).

(Prerequisites: ECON B221, B222) Survey of international economic issues and institutions, from a historical point of view including the interconnections of economies around the world.

ECON B311 - ISSUES IN ECONOMICS (3).

(Prerequisites: ECON B221, B222) The nature and causes of major economic problems facing the nation and its communities and policy alternatives designed to solve them. The philosophy and methodology of economics in social problem solving.

ECON B330 - BEAUFORT ECONOMY: PAST, PRESENT, FUTURE (3).

(Prerequisites: ECON B221, B222) (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.

ECON B364 - FINANCIAL INSTITUTIONS (3).

(Prerequisites: ECON B221, B222) 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.

ECON B406 - LABOR ECONOMICS (3).

(Prerequisites: ECON B221, B222) A study of labor market institutions, trends in labor market activity and the effects of government policy on the labor market.

EDCI - Educational Curriculum and Instruction

EDCI B100 - CLINICAL OBSERVATION AND ANALYSIS (3).

Clinical experience in an early childhood setting. Observation and analysis in classroom setting includes focus on the following topics: learning climate, classroom management, lesson clarity, instructional variety, task orientation, leaning process, student success, performance outcomes and higher thought processes.

EDCI B243 – TECHNOLOGY RESOURCES IN TEACHING (3).

(Prerequisite or Co-requisite: EDCI B100) Introduction to technological resources relevant to the teaching profession including computer technology, educational software, and telecommunications. This course focuses on examining how applying technology in the classroom can be used to support teaching and learning and addresses the methods and materials used for technology integration.

EDCI B322 – CULTURAL DIVERSITY IN EDUCATION (3).

This course prepares students to demonstrate an understanding of the depth and breadth of cultural diversity within the United States, as well as the ways that the intersections of cultures within the classroom shape teaching and learning outcomes.

EDCI B399 – INDEPENDENT STUDY IN EDUCATION (1-6). ^

(Prerequisite: Contract approval is required).

EDCI B400 – SELECTED TOPICS IN EDUCATION (3).

Intensive study of selected topics, themes, and/or interdisciplinary concerns in education. Course and content varies and will be announced in the schedule of classes by topic title. Topics may include: Gifted Education; Teaching English Language Learners; Play, Music and Movement in Early Childhood Education; Classroom Management, Assessment & Approaches in Differentiating Instruction, etc.

EDCI B441 - ORGANIZATION AND MANAGEMENT IN A DIVERSE CLASSROOM (3).

(Prerequisite: Admission to the Department of Education's Teacher Education Professional Program for Elementary Education or Early Childhood Education) Structuring of the physical, social, and instructional environment to maximize learning in a supportive, diverse classroom. Development of a comprehensive understanding of practice, proactive, and reactive approaches to management with attention to motivation and culturally diverse settings will be addressed. Behaviorists and constructivist approaches, inclusive education, ESOL learner needs, conflict resolution, and the promotion of learning communities are components of this course.

EDEC - Early Childhood Education

EDEC B340 - EDUCATION OF THE YOUNG CHILD (3).

(Prerequisite or Co-requisite: EDCI B100). A study of the physical, emotional, intellectual and social components of development, birth through age eight and their relationship to the education of the young child birth - age eight. 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. Observation and participation in early childhood settings is required.

EDEC B342 - CURRICULUM PLANNING AND DEVELOPMENT IN EARLY CHILDHOOD EDUCATION (3).

(Prerequisite or Co-requisites: EDCI B100; EDEC B340; EDPY B335). 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 ages 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.

EDEC B345 - FAMILY LIFE IN EARLY CHILDHOOD (3).

(Prerequisite: PSYC B209 or PSYC B321; Admission to the Professional Program in Education or consent of the Department Chair) 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.

EDEC B435 - MATH EXPERIENCES IN EARLY CHILDHOOD EDUCATION (3).

(Prerequisite: EDCI B100; Admission to the Professional Program in Education or consent of the Department Chair; Co-requisites: EDEC B436, EDEC B444, EDEC B440P). This methods course includes the basic content of the academic area of mathematics to be presented to PreK-3rd grade children. Developmentally appropriate experiences, learning activities, materials and equipment to aid in the development of math concepts in young children are presented. Diversity-related influences and needs of exceptional learners are also addressed.

EDEC B436 – SCIENCE AND SOCIAL STUDIES EXPERIENCES IN EARLY CHILDHOOD EDUCATION (3).

(Prerequisite: EDCI B100; Admission to Professional Program in Education or consent of the Department Chair; Co-requisites: EDEC B435, EDEC B444, EDEC B440P). This methods course includes the basic content in the inquiry areas of science and social studies to be presented to PreK - 3rd grade children. Developmentally appropriate inquiry experiences, learning activities, materials and equipment are presented. Diversity-related influences and needs of exceptional learners are also addressed.

EDEC B440P - PRACTICUM: TEACHING INTEGRATED LESSONS IN EARLY CHILDHOOD EDUCATION (2). ^

(Prerequisite: Admission to the Professional Program or consent of the Department Chair; Co-requisite EDEC B435, EDEC B436, and EDEC B444). Supervised clinical experience in an early childhood setting. Teacher candidates will apply principles of planning, instruction, assessment, management, and professionalism in diverse field-based settings serving students in grades P-3. Offered in Fall.

EDEC B469 - INTERNSHIP IN EARLY CHILDHOOD EDUCATION (12). ^

(Prerequisite: Admission to the Professional Program in Education and the Internship; Co-requisite: EDEC B476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

EDEC B476 - SENIOR SEMINAR IN CHILDHOOD EDUCATION (3). ^

(Co-requisite: EDEC B469) The synthesis and critical evaluation of professional studies in early childhood education.

EDEL - Elementary Education

EDEL B320 - CURRICULUM PLANNING, DEVELOPMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL (3).

(Prerequisite or Co-requisite: EDCI B100) This course explores issues involved in the development and education of children including curriculum, instruction, activities, materials, grouping, grading and appropriate methods of authentic assessment, as well as analysis of standardized test results in relation to the physical, social, emotional, and cognitive development of grade 2-6 learners for optimal learning. Parental involvement, community resources and collaborative relationships with specialists are included components of this course.

EDEL B330 – INTERGRATING THE ARTS IN ELEMENTARY EDUCATION: ART, MUSIC AND MOVEMENT (3)

(Prerequisite or Co-requisite: EDCI B100) Provides opportunities to develop competence in selecting and using a variety of high quality instructional methods, resources, and assessment strategies for teaching art, music, and movement to elementary children.

EDEL B431 - TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3).

(Prerequisite: Admission to the Department of Education's Professional Program for Elementary Education) Materials, resources, programs, and methods for teaching mathematics to diverse learners in grades 2-6. Problem solving, mathematical content and process connections, as well as assessment, diagnosis, and remediation will be addressed. Included are supervised practicum experiences that promote reflective teaching in elementary school settings.

EDEL B432 - TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3).

(Prerequisite: Admission to the Department of Education's Professional Program for Elementary Education) Materials, resources, programs, and methods for teaching science in an inquiry format to diverse learners in grades 2-6. Included are supervised practicum experiences that promote reflective teaching in elementary school settings.

EDEL B434 - LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3).

(Prerequisite: EDCI B100, EDRD B218 and admission to the Department of Education's Teacher Education Professional Program for Elementary Education) This course focuses on methods of teaching language arts and writing in grades 2-6. Course content includes strategies for teaching the conventions of language, the writing process, writing traits, assessment methods, and incorporating content area reading and writing.

EDEL B440P – MATH/SCIENCE PRACTICUM (2).

(Prerequisite: Admission to the Professional Program or permission of the Department Chair; Co-requisite EDEL B431, EDELB432, and EDEL B434) Supervised clinical experience in an elementary education setting. Teacher candidates will apply principles of planning, instruction, assessment, management, and professionalism in diverse field-based settings serving students in grades 2-6. Offered in Fall.

EDEL B443 - TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3).

(Prerequisite: Admission to the Department of Education's Professional Program for Elementary Education) Materials, resources, programs, and methods for teaching social studies to grades 2-6 for learners to become well-informed citizens in a culturally diverse and democratic society. Included are supervised practicum experiences that promote reflective teaching in the elementary school setting.

EDEL B470 - INTERNSHIP IN ELEMENTARY SCHOOL (12).

(Prerequisite: Admission to the Professional Program in Elementary Education; Co-requisite: EDEL B476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

EDEL B476 - SENIOR SEMINAR (3).

(Co-requisite: EDEL B469) The synthesis and critical evaluation of professional studies in elementary education.

EDEX - Exceptional Learner Education

EDEX B300 - INTRODUCTION TO EXCEPTIONAL LEARNER (3).

(Admission to the Professional Program or consent of Department Chair). 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.

EDFO – Educational Foundations of Administration

EDFO B321 - 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.

EDPY - Educational Psychology

EDPY B333 – INTRODUCTION TO CHILD GROWTH AND DEVELOPMENT (3).

Basic course designed to familiarize the prospective teacher with the patterns of social, emotional, physical and intellectual growth of the individual. Development of these growth patterns from the prenatal stage to the onset of adolescence.

EDPY B335 - INTRODUCTION TO EDUCATIONAL PSYCHOLOGY (3).

(Prerequisite or Co-requisite: EDCI B100) This course will introduce pre-service teachers and education majors to psychological principles, theory and data upon which effective classroom practices are based, including general methods and techniques. A variety of teaching methods 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.

EDRD - Reading and Literature Education

EDRD B318 – FOUNDATIONS OF READING (3).

(Prerequisite: EDCI B100, or EDCI B243, or special permission of the Department Chair) This course focuses on the foundations of reading, including language development, phonemic awareness, phonics, vocabulary, fluency, and comprehension. Offered in Fall.

EDRD B319 – FOUNDATIONS OF READING FOR SECONDARY TEACHERS (3).

(Prerequisite: EDCI B100; admissions to a secondary teaching program, or special permission of the Department Chair of Education) This course provides the basics of teaching reading and writing in secondary content classes. Candidates will be prepared to support students in grades 9-12 who are struggling to read, write, and comprehend information through assessment and differentiation.

EDRD B425 – ASSESSMENT OF LITERACY FOR EARLY CHILDHOOD AND ELEMENTARY TEACHERS (3).

(Prerequisite: Admission to the Professional Program in Education or consent of the Department Chair, and EDCI B100, EDCI B243, and EDRD B318; Co-requisite: EDRD B430, and EDRD B450P) This course instructs teacher candidates to administer and analyze a variety of formal and informal assessments for screening and diagnosis of reading problems at the early childhood and elementary level. The course utilizes both standardized and portfolio assessments. Offered in Spring.

EDRD B428 – CONTENT AREA LITERACY FOR EARLY CHILDHOOD AND ELEMENTARY TEACHERS (3).

(Prerequisite: Admission to the Professional Program or special permission of the Department Chair and EDCI B100, EDCI B243, and EDRD B318) This course is designed to instruct teacher candidates, grades pre-K through 6, in developing methods and materials that will improve their students' literacy skills in content area reading and writing. Offered in Fall.

EDRD B429 – CONTENT LITERACY FOR SECONDARY TEACHERS (3).

(Prerequisite: EDCI B100; admissions to a secondary teaching program, or special permission of the Department Chair of Education) This course provides 7-12 teachers with the strategies for teaching literacy within the framework of content area classes. The course teaches a sound theoretical knowledge of academic vocabulary, nonfiction texts structures and strategies for analyzing texts to improve the knowledge base.

EDRD B430 – INSTRUCTIONAL STRATEGIES IN LITERACY FOR EARLY CHILDHOOD AND ELEMENTARY TEACHERS (3).

(Prerequisite: EDCI B100; EDCI B243; EDRD B318; Admission to the Professional Program or special permission of the Department Chair. Co-requisite: EDRD B425 & EDRD B450P). This course focuses on research-based instruction strategies for literacy in early childhood and elementary classroom. Course content includes cooperative learning, critical literacy, Reader's and Writer's Workshop. Specific instruction in the five elements of teaching reading: phonics, phonemic awareness, fluency, vocabulary and comprehension and the 6+1 traits of writing. Offered in Spring.

EDRD B450P – LITERACY/SOCIAL STUDIES PRACTICUM (2).

(Prerequisite: Admission to the Professional Program in Education and the Internship; Co-requisite: EDRD B420 and EDRD B430). Supervised clinical experience in an early childhood or elementary setting. Teacher candidates will demonstrate proficiency in planning, assessing and teaching various methods of reading and providing individualized differentiated instruction for struggling/ELL students.

ELCT – Electrical Engineering**ELCT B102 – ELECTRICAL SCIENCE (3).**

(Prerequisite: MATH B141) Fundamentals of electrical and electronic components. Basic network laws. Mathematical and computer tools for network analysis.

ELCT B220 – ELECTRICAL ENGINEERING FOR NON-MAJORS (3).

(Prerequisite: MATH B142) Fundamentals of electrical engineering, topics include electric circuits, measurements, data acquisition, sensors, motors, and controllers.

ELCT B221 – CIRCUITS (3).

(Prerequisite: MATH B142, ELCT B102 or ELCT B220) Introduction to linear circuit analysis and design, topics include nodal and mesh equations and analysis, Thevenin and Norton equivalents, sinusoidal signals, SPICE simulations, and three-phase circuits.

ENGL - English Language and Literature**ENGL B101 - COMPOSITION (3).**

An introduction to university-level writing, emphasizing critical thinking and the analysis, evaluation, and construction of arguments. Students will learn how to formulate a thesis, structure paragraphs, organize complex ideas, find and evaluate information, and write a research paper.

ENGL B102 - COMPOSITION AND LITERATURE (3).

(Prerequisite: ENGL B101 or B105, each with a grade of 'C' or higher) An introduction to literature that includes the writing of expository and critical essays, including a research paper.

ENGL B105 – ENHANCED COMPOSITION (3).

English majors, humanities majors, and all word-lovers: an enhanced version of ENGL B101. An introduction to genres of writing, including (but not limited to) researched arguments.

ENGL B106 – ENHANCED COMPOSITION AND LITERATURE (3).

(Prerequisite: ENGL B101 or B105, each with a grade of 'C' or higher) For English majors, humanities majors, and all word-lovers: an enhanced version of ENGL B102. An introduction to literary interpretation and the writing of researched arguments about literature.

ENGL B180 – INTRODUCTION TO FILM (3).

(Prerequisite: ENGL B101 with a grade of 'C' or higher) Introduction to critical analysis of film (for all majors).

ENGL B190 – INTRODUCTION TO JOURNALISM AND MEDIA STUDIES (3).

Introduction to practical skills of contributing to and running a print publication supported by analysis of various media and communication paradigms.

ENGL B191 – JOURNALISM LABORATORY (1).

Supervised participation in the production of the *Tidal Tribune*. May be repeated for up to 8 credits.



Note: students must complete ENGL B101 or B105, and B102 or B106, or equivalent, (each with a grade of C or higher) before taking any English course at the 200 level or higher.

ENGL B200 – INTRODUCTION TO ENGLISH STUDIES (3).

An introduction to the history, present state, and potential futures of English Studies with an emphasis on the distinctive fields, methods, and terminology employed in the discipline of English.

ENGL B211 - EDITING AND PUBLISHING PRACTICUM (1).

(Prerequisite: ENGL B102 and at least one 200-level ENGL course, which may be taken concurrently. Consent of instructor.) English 211 provides students with practical experience in editing and publishing through their work on the critical journal or literary magazine; may be taken up to 6 times for credit. Appropriate for students from any discipline.

ENGL B215 – WRITING CENTER PRACTICUM (1).

(Prerequisite: Grade of 'B' or higher in ENGL B470 and Instructor Permission) Provides students with ongoing practice and training in teaching and tutoring writing. May be taken up to 6 times for credit.

ENGL B222 – CREATIVE WRITING ACROSS THE CURRICULUM (3).

Introductory level workshop designed to foster a student's appreciation for, and ability to create brief works of adult level fiction, poetry, nonfiction, and drama. Appropriate for students from any discipline.

ENGL B244 – INTRODUCTION TO RHETORICAL THEORY (3)

(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) This course acquaints students with historic and current rhetorical theory.

ENGL B266 – PROFESSIONAL WRITING PRACTICUM (1).

A practicum in professional writing, allowing students to complete projects that employ skills in visual rhetoric, writing, editing, proofreading, and/or research in an on-campus workplace setting. (May be repeated for up to 2 credits)

ENGL B270 – WORLD LITERATURE (3).

Survey of world literature, spanning ancient to postmodern texts.

ENGL B287 - AMERICAN LITERATURE (3).

Survey of American literature: major authors, genres and periods. Appropriate for students from any discipline.

ENGL B288 - ENGLISH LITERATURE I (3).

British poetry, drama and prose from Beowulf to the 18th century. Appropriate for students from any discipline.

ENGL B289 - ENGLISH LITERATURE II (3).

British poetry, drama and prose from the 18th century to the present. Appropriate for students from any discipline.

ENGL B290 - GREAT BOOKS OF THE WEST (3).

{§CPLT B290} Selected masterpieces of Western literature, with emphasis on non-English language texts in translation which are foundational to literature in English, including works by Homer, Dante, Cervantes, Voltaire, Goethe and Flaubert. Appropriate for students from any discipline.

ENGL B291 - INTRODUCTION TO NON-WESTERN LITERATURE (3).

{§CPLT B291} Selected masterpieces of non-Western literature. Works may range from antiquity to the present. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement). Appropriate for students from any discipline.



Note: Unless otherwise noted, students must complete one literature course at the 200 level or have instructor consent before taking any upper level course.

ENGL B301 – THEATER HISTORY I (3).

{§ THEA B301} (Prerequisite: ENGL B101 and B102, or equivalent) A study of the development of Western theatrical texts and practices including playwrighting, acting, and design from ancient Greece to 1800.

ENGL B302 – THEATER HISTORY II (3)

{§ THEA B302} (Prerequisite: ENGL B101 and B102, or equivalent) A study of the development of Western theatrical texts and practices including playwrighting, acting, directing, and design from 1800 to the present.

ENGL B310 – READING AND PERFORMING SHAKESPEARE (3)

(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) A course about how people read and perform Shakespeare in which students read and perform Shakespeare.

ENGL B322 – PLAYWRITING (3)

{§ THEA B322} (Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) A workshop approach to playwrighting that culminates in each student creating a production-ready one-act play.

ENGL B380 - EPIC TO ROMANCE (3).

{§CPLT B380} Comprehensive exploration of medieval and other pre-Renaissance literature using texts representative of the evolution of dominant literary forms.

ENGL B381 - THE RENAISSANCE (3).

{§CPLT B381} Literature of the Renaissance, in its cultural contexts, explored through representative works.

ENGL B382 - THE ENLIGHTENMENT (3).

{§CPLT B382} Literature of the Enlightenment in its cultural contexts, explored through representative works.

ENGL B385 - MODERNISM (3).

{§CPLT B385} Literature of Modernism in its cultural contexts, explored through representative works.

ENGL B386 - POSTMODERNISM (3).

{§CPLT B386} Literature of Postmodernism in its cultural contexts, explored through representative works.

ENGL B395 - CLASSICAL DRAMA (3).

{§CPLT B395} Representative plays by Greek and Roman dramatists.

ENGL B397 - MODERN EUROPEAN DRAMA (3).

{§CPLT B397} Continental plays from the mid-19th century to the present.

ENGL B399 - INDEPENDENT STUDY (3-9). ^

(Prerequisite: Contract approval is required).

ENGL B401 - CHAUCER'S WORKS (3).

Chaucer's works, with special attention to the *Canterbury Tales*.

ENGL B402 – TUDOR LITERATURE (3).

Poetry and prose of the 16th century.

ENGL B403 – 17TH CENTURY LITERATURE (3).

Poetry and prose of the 17th century.

ENGL B405 – EARLY SHAKESPEARE (3).

Shakespeare's early poetry and plays, with representative works by his contemporaries.

ENGL B406 – LATE SHAKESPEARE (3).

Shakespeare's late poetry and plays, with representative works by his contemporaries.

ENGL B407 - MILTON (3).

Milton's works, with special attention to *Paradise Lost*.

ENGL B410 – 18TH CENTURY LITERATURE (3).

Poetry and prose of the 18th century.

ENGL B411 - BRITISH ROMANTIC LITERATURE (3).

Poetry and prose of the English Romantic period.

ENGL B412 - VICTORIAN LITERATURE (3).

Poetry and prose from the 1830s to the end of the century.

ENGL B413 - MODERN ENGLISH LITERATURE (3).

Poetry and prose of the 20th century.

ENGL B415 – THE ENGLISH NOVEL (3).

Development of the novel as a literary form and study of selected works from its beginnings to the present.

ENGL B419 - TOPICS IN ENGLISH LITERATURE (3).

Intensive study of selected topics. May be repeated for credit under a different title.

ENGL B420 – TRANSATLANTIC LITERATURE (3).

(Prerequisite: ENGL B101 or B105 & B102 or B106, and one literature course at the 200-level or higher) A study of transatlantic literature, focusing on exchanges, networks, triangulations among writers, and reading practices that challenge national critical and historical traditions.

ENGL B421 - AMERICAN LITERATURE 1830-1860 (3).

Poetry and prose of the American Romantic period.

ENGL B422 - AMERICAN LITERATURE 1860-1910 (3).

Poetry and prose from the Civil War to the early modern era.

ENGL B423 - MODERN AMERICAN LITERATURE (3).

Poetry and prose from 1910 to 1945.

ENGL B424 - AMERICAN DRAMA (3).

Representative plays from the 18th century to the present.

ENGL B425A - THE AMERICAN NOVEL TO 1914 (3).

Representative novels from 18th century to World War I.

ENGL B425B - THE AMERICAN NOVEL SINCE 1914 (3).

Representative novels from 1914 to the present.

ENGL B426 - CONTEMPORARY AMERICAN LITERATURE (3).

Poetry and prose from 1945 to present.

ENGL B427 - SOUTHERN LITERATURE (3).

Representative works of Southern writers.

ENGL B428 - AFRICAN-AMERICAN LITERATURE (3).

Representative works of African-American writers.

ENGL B429 - TOPICS IN AMERICAN LITERATURE (3).

Intensive study of selected topics. May be repeated for credit under a different topic title.

ENGL B430 – POETRY (3).

(Prerequisite: ENGL B101 or B105 & B102 or B106, and one literature course at the 200-level or higher) Seminar that focuses on poetic genres and forms through a study of particular texts and writers, or networks of texts and writers.

ENGL B432 – LITERATURE FOR YOUNG ADULTS (3).

(Prerequisite: ENGL B101 or B105 & B102 or B106, and one literature course at the 200-level or higher, each with a grade of C or higher) Literature written for and about adolescents.

ENGL B435 – HISTORICAL LITERATURE (3).

(Prerequisite: ENGL B101 or B105 & B102 or B106, and one literature course at the 200-level or higher) A study of historical literature composed during and/or about a particular period.

ENGL B437 - WOMEN WRITERS (3).

Representative works written by women.

ENGL B439 - SELECTED TOPICS (3).

Intensive study of selected themes, topics, currents of thought or interdisciplinary concerns. May be repeated for credit under a different topic title.

ENGL B441 - HISTORY OF LITERARY CRITICISM AND THEORY (3).

Representative theories of literature from Plato through the 20th century.

ENGL B442 - PRINCIPLES OF MODERN LITERARY THEORY (3).

Major 20th-century approaches to texts, from New Criticism to the present.

ENGL B450 – MODERN ENGLISH GRAMMARS (3). ^

Major structures of English morphology and syntax; role of language history and social and regional variation in understanding contemporary English.

ENGL B453 - DEVELOPMENT OF THE ENGLISH LANGUAGE (3).

(\$LING B431). 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.

ENGL B460 – PROFESSIONAL WRITING WORKSHOP (3).

(Prerequisite: ENGL B101 or B105 & B102 or B106, each with a grade of C or higher.) Upper-division writing workshop course, focusing on the study and practice of professional writing. Course may be taken twice for credit.

ENGL B461 – WRITING IN THE HEALTH PROFESSIONS (3).

(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a grade of 'C' or higher.) Preparation for and practice in types of writing important to those working within the health care and health promotion industry, from brief letters to formal articles and reports.

ENGL B462 - TECHNICAL WRITING (3).

(Prerequisite: ENGL B101 or B105 & B102 or B106, each with a grade of C or higher.) Preparation for and practice in types of writing important to scientists, engineers and computer scientists, from brief technical letters to formal articles and reports.

ENGL B463 - BUSINESS WRITING (3).

(Prerequisite: ENGL B101 or B105 & B102 or B106, each with a grade of 'C' or higher.) Extensive practice in different types of business writing, from brief letters to formal articles and reports.

ENGL B464 - POETRY WORKSHOP (3).

May be repeated with consent of instructor for a maximum of 6 credit hours.

ENGL B465 - FICTION WORKSHOP (3).

May be repeated with consent of instructor for a maximum of 6 credit hours.

ENGL B466 – WRITING INTERNSHIP (1-6). ^

(Prerequisite: Departmental permission.) (Can be repeated for a maximum of 6 credit hours.) Internship in writing, editing, proofreading, and/or research with a community organization or publication, with training in writing effectively for diverse audiences in a workplace setting.

ENGL B470 – THE TEACHING OF WRITING (3).

(Prerequisite: ENGL B101 or B105 & B102 or B106, each with a grade of 'C' or higher.) Theory and methods of teaching composition and extensive practice in various kinds of writing. Recommended for prospective writing teachers.

ENGL B472 - CINEMA (3).

{THEA B472} An investigation into the aesthetics of cinema. The course will also focus on the major genres.

ENGL B472L - CINEMA LABORATORY (0).

{THEA B472L} Required viewing for ENGL B472.

ENGL B497 – READING FOR SENIOR THESIS (3).

(Prerequisite: Junior standing, and approval of the instructor.) Directed reading in preparation for senior thesis in literature.

ENGL B498 - SENIOR SEMINAR: WRITING (3). ^

(Prerequisite: Senior standing with GPA of 3.0 within English major and departmental approval. Students pursuing a concentration who have completed at least 6 hours of writing courses within their concentration with grades of B or better may register for Seminar in Creative/Professional Writing.) This seminar provides a capstone experience for English majors. Students will work both independently and within a classroom setting to complete a substantial writing project.

ENGL B499 - SENIOR THESIS (3).

(Prerequisite: Senior standing with GPA of 3.0 within English major and departmental approval. Students pursuing a concentration who have completed at least 6 hours of writing courses within their concentration with grades of B or better may register for Thesis in Creative/Professional Writing.) The senior thesis provides a capstone experience for English majors. Students will work independently and with the professor to complete a substantial writing project.

ENGR - Engineering**ENGR B101 – INTRODUCTION TO ENGINEERING (3)**

Engineering problem solving using computers and other engineering tools.

FREN – French Language and Literature**FREN B101 - BEGINNING FRENCH I (3).**

(Admission is restricted to those who have never studied French, or who have not studied French in the previous five years, or who test into this course in the USCB placement exam.) Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

FREN B102 - BEGINNING FRENCH II (3).

(Prerequisite: FREN B101 or by placement) Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

FREN B201 - READING AND WRITTEN EXPRESSION (3).

(Prerequisite: FREN B102 or by placement) Readings in French; grammar, writing, speaking, listening, and composition at the intermediate level.

FREN B202 - ORAL COMMUNICATION (3).

(Prerequisite: FREN B201 or by placement) Practice in conversation involving authentic materials; vocabulary building at the intermediate level.

FREN B290 - FRENCH LITERATURE IN TRANSLATION (3). Readings and discussion in English, with consideration of the cultural context.

FREN B295 - TOPICS IN FRENCH CULTURE (3).

(Prerequisite: FREN B102 or equivalent) Intensive one-term study of a particular topic identified by title. Course taught in English.

FREN B301- ADVANCED CONVERSATION AND GRAMMAR (3).

(Prerequisite: FREN B202 or equivalent or consent of instructor; FREN B201 strongly recommended) Current issues and events presented in French-language media. Discussion and presentations in French provide practice with advanced structures and idiomatic speech.

FREN B302 – ADVANCED COMPOSITION AND GRAMMAR (3)

(Prerequisite: FREN B201 or equivalent or consent of instructor; FREN B202 strongly recommended) Practice in French composition; intensive review of French grammar.

FREN B316 – INTRODUCTION TO BUSINESS FRENCH (3)

(Prerequisite: FREN B302 or consent of instructor) Practical oral and written communication in a commercial context; introduction to business terminology and correspondence.

FREN B399 - INDEPENDENT STUDY (3-6). ^

(Prerequisite: Contract approval is required, and FREN B201 or equivalent or consent of instructor; FREN B202 strongly recommended)

GEOG - Geography

GEOG B121 - WORLD REGIONAL GEOGRAPHY (3).

Introduction to the physical and human geography of the world with a focus on selected regions. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

GEOG B200 - INTRODUCTION TO PHYSICAL GEOGRAPHY (3).

Basic concepts of landform geography, climatology and meteorology and biogeography.

GEOG B363 - 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.

GERM - German

GERM B101 – BEGINNING GERMAN I (3).

Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

GERM B102 – BEGINNING GERMAN II (3).

(Prerequisite: GERM B101) Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

GLST - Global Studies

GLST B301 - GLOBAL CONTEMPORARY PERSPECTIVES (3).

Intensive study of selected global issues and problems. May be repeated as topics vary. (A) Europe and Latin America. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

GLST B398 - 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 topic title. (A) European Perspective; (B) Latin American Perspective; (C) Asian and African Perspective. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

GLST B399 - INDEPENDENT STUDY (3-6). ^

(Prerequisite: Contract approval is required).

HIST - History

HIST B101 - 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.

HIST B102 - EUROPEAN CIVILIZATION FROM THE MID-17TH CENTURY (3).

European development and expansion from the mid- 17th century to the present.

HIST B109 - 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. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

HIST B111 - HISTORY OF THE UNITED STATES FROM DISCOVERY TO 1865 (3).

A general survey of American history from the era of discovery to the end of Civil War, emphasizing major political, economic, social and intellectual developments.

HIST B112 - HISTORY OF THE UNITED STATES FROM 1865 TO THE PRESENT DAY (3).

A general survey of United States from the end of the Civil War to the present, emphasizing major political, economic, social and intellectual developments.

HIST B115 - WORLD HISTORY TO 1500 (3).

HIST 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. HIST 115 addresses issues of religion, gender, trade, migration, conflict and interaction between and within societies. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

HIST B116 - WORLD HISTORY FROM 1500 TO THE PRESENT (3).

HIST 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. HIST 116 addresses issues of religion, gender, trade, migration, conflict and interaction between and within societies. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

HIST B300 - 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.

HIST B301 - WOMEN'S HISTORY (3).

An introduction to the concepts of Patriarchy and gender and their operation over time.

HIST B302 – WORLD OF THE ANCIENT GREEKS (3).

An examination of the political, cultural, and social history of ancient Greece, from the emergence of the Polis in the eighth century to the death of Alexander in 323 BCE.

HIST B303 – WORLD OF THE ANCIENT ROMANS (3).

An examination of the political, cultural, and social history of ancient Rome, from the founding of the city c. 750 BCE to the barbarian conquest in the fifth century.

HIST B306 - 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.

HIST B307 - THE CRUSADES (3).

Holy War and Realpolitik in Mediterranean East-West relations from the 10th to the 15th centuries with emphasis on the role of the Crusades in the cultural formation, development and international relations of East and West.

HIST B309 - AGE OF RENAISSANCE (3).

Social, cultural, and artistic movements in Italy and northern Europe from the Black Death (c. 1350) to religious reforms and revolutions (c. 1520).

HIST B310 - 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.

HIST B312 – FRENCH REVOLUTION AND NAPOLEONIC ERA (3).

The changes in France and Europe during the revolutionary period, the Napoleonic reaction and the diffusion of revolutionary ideals.

HIST B315 - INTRODUCTION TO ENVIRONMENTAL HISTORY (3).

A survey of the western past with the environment introduced as a significant actor and object of inquiry. Emphases include the impact of changing environments on several societies as well as changing human attitudes toward the environment.

HIST B317 - 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.

HIST B318 - 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.

HIST B320 - 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 Restoration of 1660.

HIST B321 - THE HISTORY OF GREAT BRITAIN (3).

A survey of the political, social, economic and cultural development of the British Isles since 1660.

HIST B330 - INTRODUCTION TO SCOTTISH HISTORY (3).

A survey of Scottish history with an emphasis on national identity and identity formation.

HIST B351 – AFRICAN DIASPORA (3).

History of African in the America's from 16th century to the present. Special emphasis on the experiences of Africans in South Carolina and the Sea Islands.

HIST B352 - AFRICA FROM 1880 (3).

A history of modern Africa from the time of the Imperialist "scramble" of the 1880s to nationalism and decolonization in the present.

HIST B353 – DECOLONIZATION: COLONIALISM AND REVOLUTION IN AFRICA AND ASIA (3).

A study of the demise of European colonial empires in the nineteenth and twentieth centuries. Emphasis will be placed on the rise of nationalism among subject peoples in Africa and Asia.

HIST B395 – HISTORY OF HUMAN RIGHTS (3).

Do Human Rights have a history? This course focuses on the historical origins of our international human rights regime and its contemporary crisis.

HIST B399 - INDEPENDENT STUDY (1-6). ^

(Prerequisite: Contract approval is required)

HIST B401 - 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.

HIST B402 - THE NEW NATION, 1789-1828 (3).

The new republic and the developing democratic spirit in politics and culture.

HIST B403 - 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.

HIST B404 - CIVIL WAR AND RECONSTRUCTION, 1860-1877 (3).

The political, military and social history of the War and the reorganization which followed.

HIST B407 - UNITED STATES HISTORY SINCE 1945 (3).

A survey of the political, economic, social and cultural developments in the period after World War II.

HIST B409 - THE HISTORY OF SOUTH CAROLINA, 1670-1865 (3).

A study of South Carolina origins and developments.

HIST B410 - HISTORY OF SOUTH CAROLINA SINCE 1865 (3).

A survey of recent South Carolina history with emphasis on social and institutional development.

HIST B415 - BLACK AMERICANS (3).

A survey of the historical development of black people in the Western Hemisphere.

HIST B420 - LATIN AMERICA: THE FOUNDING OF NEW SOCIETIES (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.

HIST B421 - MODERN LATIN AMERICA (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.

HIST B423 - HISTORY OF MEXICO (3).

Mexico from the pre-conquest period to the present, with an emphasis on modern Mexico.

HIST B430 – U.S. CONSTITUTIONAL HISTORY (3).

(Prerequisite: completion of one of the following: HIST B101, B102, B111, B112, B115, B116. Of the six, HIST B111, or B112 which cover U.S. history are preferred, though not required.) United States Constitutional history including constitutional origins in English and colonial legal practices, writing and ratifying the Constitution, Supreme Court decisions, and changes in constitutional interpretation into the twentieth century.

HIST B442 - THE OLD SOUTH (3).

Development of Southern society and of the forces that made the South a distinctive section of the United States.

HIST B443 - 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).

HIST B468 - AMERICAN MILITARY EXPERIENCE (3).

Transformation of war and of the institutions for waging war from the American Revolution to the present.

HIST B469 - AMERICAN LEGAL HISTORY (3).

(Prerequisite: One of the following: HIST B101, B102, B111, B112, B115, B116. HIST B111 or B112 is preferred) A survey in American legal history, themes will include but are not confined to constitutional law, the impact of industrialism and the internationalization of law in the 20th century.

HIST B492 - TOPICS IN HISTORY (3).

Reading and research on selected historical topics. Open only to juniors and seniors with consent of the instructor.

HMSV - Human Services

HMSV B180 - PERSONAL AND PROFESSIONAL DEVELOPMENT IN HUMAN SERVICES (3).

(Prerequisite: PSYC B101 or SOCY B101 or consent of Instructor) This course provided students with the opportunity to explore their personal and professional development and understand how values, beliefs and norms impact both personal and professional lives.

HMSV B190 - HUMAN SERVICES: AN INTRODUCTION (3).

(Prerequisite: PSYC B101 or SOCY B101 or consent of 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.

HMSV B280 – MICRO LEVEL HUMAN SERVICES INTERVENTIONS (3).

(Prerequisite or co-requisite: HMSV B190 or consent of Instructor.) Exploration of the theories, skills and practices of working one-on one in human services settings. Includes active listening, communication skills, and interviewing techniques, the development of service plans, crisis intervention, short and long term care, case management and information and referral services. Multicultural and ethical/legal issues related to this level of intervention will be examined.

HMSV B282 – MEZZO LEVEL HUMAN SERVICES INTERVENTIONS (3).

(Prerequisite: HMSV B280 or consent of Instructor.) Exploration of the theories, skills and practice of working with small groups in human services settings. Includes understanding group dynamics, managing and facilitating educational and prevention groups, self-help and support groups, and families. Multicultural and ethical/legal issues related to this level of intervention will be examined.

HMSV B290 - HUMAN SERVICES INTERNSHIP I (3). ^

(Prerequisite: HMSV 280 or permission of Instructor) The application of theoretical foundations and human service principles in a supervised human service setting. Requires at least 120 hours of service; participation in three on-campus seminars, or three interviews with instructor or a combination of these; on-line reflections; and a final paper that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice.

HMSVB 298 - HUMAN SERVICES INTERNSHIP II (3). ^

(Prerequisite: HMSV 290 or consent of Instructor) The application of theoretical foundations and human service principles in a supervised human service setting. Requires at least 120 hours of service; participation in three on-campus seminars, or three interviews with instructor or a combination of these; on-line reflections; and a final paper that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice at a higher level than in the previous internship. (N.B. no more than two internship can be at the same site.)

HMSV B300 – MACRO LEVEL HUMAN SERVICES INTERVENTIONS (3).

(Prerequisite or co-requisite: HMSV B280 or consent of Instructor) Exploration of the theories, skills and practices of working with larger groups in human service settings such as grassroots or formal organizations, neighborhoods, communities, geographic regions, political jurisdictions, and societies. Includes community organizing and development, agency collaborations, social change, social marketing and public awareness, advocacy and social policy work. Multicultural and ethical/legal issues related to this level of intervention will be examined.

HMSV B302 - HUMAN SERVICE EVALUATION (3).

(Prerequisite: HMSV B280, or consent of Instructor) Research methods for determining the effectiveness of social programs/interventions (i.e., experimental, quasi-experimental and qualitative designs).

HMSV B303 – PRINCIPLES OF GERONTOLOGY (3).

(SPSYC B303 & SOCY B303) An exploration of the interdisciplinary field of gerontology, including the fundamental concepts, theories, and issues involved in the study of aging from diverse perspectives.

HMSV B400 - LEADERSHIP AND PROFESSIONAL ETHICS IN HUMAN SERVICES (3).

(Prerequisite or co-requisite: HMSV B302 or consent of Instructor) An exploration of leadership in human service settings and the essentials involved in managing information, human resources and fiscal resources in human service agencies with an emphasis on non-profit organizations. In addition, the course will explore professional ethics and legal issues involved in facing challenges such as privacy, confidentiality, informed consent, freedom of information and information security.

HMSV B402 – NONPROFIT MANAGEMENT AND FUNDING (3).

(Prerequisite: HMSV B400 or consent of Instructor) Principles, theories, skills and practices of effective nonprofit management, including the following topics: governance, legal structures and standards, strategic planning, fundraising and proposal development, volunteer management, marketing and communication.

HMSV B490 - HUMAN SERVICES INTERNSHIP III AND CAPSTONE SEMINAR (3). ^

(Prerequisite: HMSV 298 or permission of Instructor) The application of theoretical foundations and human service principles in a supervised human service setting. Requires at least 120 hours of service; participation in three on-campus seminars, or three interviews with instructor or a combination of these; on-line reflections; a capstone essay that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice at a higher level than in the previous internship; and submission of a professional portfolio for review. (N.B. no more than two internship can be at the same site.)

HMSV B492 – INTERNSHIP IV (3).

(Prerequisite: HMSV B490 and permission of instructor, and approved contract with internship agency.) The application of theoretical foundations and human service principles in a supervised human service setting. Requires at least 120 hours of service, participation in seminars, written reflections, and a final paper that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice at a higher level than in the previous internships. (Maximum of two internships can be taken at the same site.)

HMSV B498 - SELECTED TOPICS IN HUMAN SERVICES (1-3).

(Prerequisite: Consent of Instructor) Advanced readings and research on selected topics in human services. Course and content varies and will be announced in the schedule of classes by subject title. Topics may include: grant writing and fund development, community development, new clinical developments, grassroots community organizing, working in faith-based communities, emergency management and disaster relief, working with special populations, etc.

HPRO - Health Promotion

HPRO B101 – BASIC HEALTH (3).

This course is a basic health course in which students will learn about strategies to improve health. Nutrition, fitness, drugs, and sexuality are some of the topics discussed. Career opportunities within the health field will be explored.

HPRO B300 – TRANSCULTURAL HEALTH (3). ^

(Prerequisite: PSYC B101 or SOCY B101 or consent of instructor) This course surveys the cultural and social dimensions of health and illness with emphasis on the development of cultural competence. Different populations are examined for the development of a personal understanding of the traditions and customs of their societies, providing a unique perspective on the implications for patient care. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

HPRO B305 – SPIRITUALITY, HEALTH, AND HEALTH PROFESSIONS (3).

(Prerequisite: NURS B202 or HPRO B310) Exploration of spirituality, its effect on health, and health professionals roles in the spiritual care of clients.

HPRO B310 - INTRODUCTION TO HEALTH PROMOTION (3).

A broad-based overview of those processes that enable people to assume responsibility for health and wellness and the role of the health promotion professional.

HPRO B315 - HEALTH PROMOTION ACROSS THE LIFESPAN (3).

(Prerequisite: PSYC B209 or PSYC B321) The study of age as a determinant of health and disease outcomes across the lifespan with strategies to promote wellness.

HPRO B320 - CHRONIC DISEASE AND RISK REDUCTION (3).

(Prerequisite: BIOL B243 and BIOL B244, or equivalent coursework) The study of those diseases of long duration and slow progression and the means by which their societal burden can be reduced.

HPRO B323 - INTRODUCTION TO EXERCISE AND SPORTS SCIENCE (3).

(Prerequisite: BIOL B243 and BIOL B244) This course is designed to examine the disciplines in the broad field of exercise science. An overview of the knowledge and skills needed to become a certified personal trainer (CPT) will be provided.

HPRO B330 - PRINCIPLES OF EPIDEMIOLOGY (3).

(Prerequisite: HPRO B310) The study of the patterns, causes, and effects of health and disease.

HPRO B340 - INTRODUCTION TO ENVIRONMENTAL HEALTH (3).

(Prerequisite: HPRO B310) The study of environmental factors, be they physical, chemical, biological or behavioral, that have the potential to adversely impact human and/or ecological health.

HPRO B360 - HEALTH BEHAVIOR AND EDUCATION (3).

(Prerequisite: HPRO B310) The study of the behavioral and social factors that influence health and disease. Models of health behavior theory will be presented. Methods for preparation of health education curricula will be discussed.

HPRO B370: WELLNESS IN HEALTH PROMOTION (3).

(Prerequisite: BIOL B243 and BIOL B244, or equivalent coursework; and HRTM B242) The study of the roles of nutrition, exercise, hygiene and rest in the prevention of disease and the achievement of optimal health.

HPRO B380 - RESEARCH METHODS IN HEALTH PROMOTION (3).

(Prerequisite: STAT B201 and HPRO B310) A course designed to impart knowledge and skills regarding the design, implementation, analysis and interpretation of research in the field of health promotion.

HPRO B390 – FIELD EXPERIENCE IN HEALTH PROMOTION (3).

(Prerequisite: HPRO B310 and Junior Status) A period of introductory work-related education that allows students to reinforce classroom learning while gaining practical experience in a supervised setting where health promotion principles are applied.

HPRO B395 – GLOBAL HEALTHCARE STUDY ABROAD (3). ^

(Prerequisite: Permission of the instructor) Provides students the opportunity to engage in global health fieldwork in an international service learning setting. Faculty collaborate with international partners to develop customized global healthcare immersion experiences.

HPRO B401 – HEALTH CARE DELIVERY SYSTEMS (3).

{§ NURS B401} (Prerequisite: HPRO 310 or NURSB326 or RN Licensure or consent of the instructor.) Systems theory, health care delivery systems conceptualize transitions from one level of care to another, with emphasis on ethical and legal issues; technology; historical, political, economic aspects to meet the health care needs of the population.

HPRO B410 – EXAMINING HEALTH INEQUALITIES (3).

(Prerequisite: HPRO B310) This course is designed to examine health disparities and associated social determinants of health in the U.S. Also included is an exploration of multi-level intervention strategies for reducing health disparities.

HPRO B420– LEADERSHIP AND MANAGEMENT IN HEALTH PROMOTION (3).

(Prerequisite: HPRO B310) This course is designed to enhance leadership and management skills needed to design, implement and evaluate health promotion programs.

HPRO B450 – HEALTH PROMOTION PROGRAM DEVELOPMENT (3).

(Prerequisite: HPRO B310) A study of methods used to develop effective health promotion and education programs which help enable individuals prevent, delay and treat disease.

HPRO B460 – HEALTH PROMOTION PROGRAM EVALUATION (3).

(Prerequisite: HPRO B450) A study of evaluation methods used to assess the potential impacts of health promotion programs.

HPRO B461 – WRITING IN THE HEALTH PROFESSIONS (3).

(Prerequisite: HPRO B310) Preparation for and practice in types of writing important to those working within the health care and health promotion industry, from brief letters to formal articles and reports.

HPRO B480 – INTERNSHIP IN HEALTH PROMOTION (3).

(Prerequisite: HPRO B450; Corequisite: HPRO B460) A period of work-related education that allows students to reinforce classroom learning while gaining practical experience in a supervised setting where health promotion principles are applied.

HPRO B490 – SENIOR SEMINAR IN HEALTH PROMOTION (2).

(Prerequisite: HPRO B310) A capstone course that summarizes the experiences of the health promotion major and prepares students for employment and/or graduate study.

HRTM - Hospitality Management

HRTM B110 - INTRODUCTION TO HOSPITALITY INDUSTRY (3).

History, growth, developments and future opportunities in the hospitality industry.

HRTM B201 - INTRODUCTION TO SPORT AND EVENT MANAGEMENT (3).

This course introduces the student to the sport management profession. Industry employment opportunities along with requisite professional skills are reviewed.

HRTM B210 – INTRODUCTION TO EVENT MANAGEMENT (3).

This course provides an overview of producing community oriented special events.

HRTM B215 – INTRODUCTION TO SPA MANAGEMENT (3).

This course explores the world of spas including spa history, spa types, current trends and growth, and issues affecting spas, spa managers and spa clients.

HRTM B221 - HOSPITALITY ACCOUNTING I (3).

Accounting for the hospitality organizations accentuating an understanding of financial accounting and financial management for hospitality organizations.

HRTM B222 - HOSPITALITY ACCOUNTING II (3).

(Prerequisite: HRTM B221) The use of managerial accounting principles in decision making processes and the assessment of management responsibilities hospitality organizations.

HRTM B228 - 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.

HRTM B230 - HOSPITALITY MANAGEMENT (3).

Tools available to management and their utilization in the hospitality industry.

HRTM B235 – DESTINATION MARKETING (3).

The application of marketing management and best practices to Hospitality destination development. Also examined will be the structures of destination marketing organizations, funding sources, and operations.

HRTM B240 – EVENT PROMOTION (3).

This course provides an overview of marketing, promotion, and sponsorship strategies for events both large and small and teaches students the techniques to accomplish the strategies.

HRTM B242 - NUTRITION (3).

Introductory course on human nutrition. Includes principles of normal nutrition, basics of life cycle nutrition, relationship of nutrients to health and disease, and discussion of current issues.

HRTM B245 – PROFESSIONAL DEVELOPMENT IN HOSPITALITY MANAGEMENT (3).

Course focuses on preparing students for successful job searches and thriving in entry-level management positions in the hospitality industry.

HRTM B260 - HOTEL MANAGEMENT (3).

Management of the lodging phase of the hospitality industry to include front desk, housekeeping and maintenance areas.

HRTM B265 - PRINCIPLES OF HOSPITALITY RETAIL MANAGEMENT (3).

Management methods, location analysis, store organization, personnel, planning, buying and pricing techniques and customer service policies for retail firms; including retail outlets in hotels, restaurants, private clubs and recreation facilities catering to golf and tennis.

HRTM B270 - QUANTITY FOOD PRODUCTION (4).

(Co-requisite HRTM B311 and B312 – all three must be taken together) 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.

HRTM B272 - PRINCIPLES OF FOOD COST CONTROLS (1).

Management of food cost controls in the food service industry.

HRTM B280 - TOURISM (3).

Economic and social relationships between tourism and the hospitality industry.

HRTM B290 - PRACTICUM (3). ^

Supervised full-time work experience in an area of the hospitality industry, selected by the student and approved by the practicum coordinator.

HRTM B295 - HISTORY AND INFLUENCE OF FRENCH GASTRONOMY (3).

A culinary and gastronomical study of France from its medieval age to the present (this course will count toward the French Minor, However, only one course taught in English can be applied to the French Minor).

HRTM B301 – CRUISE LINE MANAGEMENT (3).

An overview of the cruise line industry, its organization, impacts upon ports of call and destinations, and the skills needed to begin a productive career in this specialized travel.

HRTM B311 - PRINCIPLES OF FOOD SERVICE SANITATION (1).

(Co-requisite: B312 and B370 - all three must be taken together). Business and regulatory practices relevant to a sanitary food service environment.

HRTM B312 - MANAGEMENT BY MENU (1).

(Co-requisite: HRTM B311 and B370 - all three must be taken together). Analysis, pricing constraints and mechanics of the menu.

HRTM B313 - INTERNAL TRAINING AND DEVELOPMENT (1).

Principles of effective in-house training programs in the hospitality/travel industry.

HRTM B315 – WELLNESS TRENDS IN HOSPITALITY (3).

This course explores the concept of wellness and identifies key trends affecting the hospitality industry. Topics include the six dimensions of wellness.

HRTM B320 - SPORTS NUTRITION (3).

(Prerequisite: HRTM B242) The study of the association between nutrition and exercise performance. Metabolism of carbohydrates, fats, proteins, vitamins, minerals and water and its effect on athletic training is emphasized. Nutrition assessment of athletes, how to measure body composition, and the use of and controversy over ergogenic aids are explored.

HRTM B328 - HRTM ACCOUNTING (3).

(Prerequisite: BACC B225 and B226) Accounting trends and controls for the hospitality industry from a managerial point of view.

HRTM B330 – QUALITY EVALUTATION AND MANAGEMENT FOR HOSPITALITY (3).

Course focuses on introducing students to advanced service management concepts including the development of service standards, service quality evaluation and quality management in a hospitality setting.

HRTM B335 - HOSPITALITY DELIVERY SYSTEMS FOR THE INDIGENT (3).

The management of food and lodging delivery systems for the indigent.

HRTM B345 – FESTIVAL AND COMMUNITY EVENT PLANNING (3).

This course provides an overview of planning, producing, and managing community oriented special events.

HRTM B350 – WEDDING AND SPECIAL EVENT MANAGEMENT (3).

This course provides an overview of producing weddings and other special events.

HRTM B352 - SOFTWARE APPLICATIONS FOR THE HOSPITALITY INDUSTRY (3).

(Prerequisite: CSCI B101) Using microcomputer software in various areas of the hospitality industry.

HRTM B355 - PHYSICAL PLANT DESIGN (3).

Design, equipment and maintenance of hospitality facilities.

HRTM B357 - HOTEL, RESTAURANT AND TRAVEL LAW (3).

A comprehensive overview of laws and regulatory agencies governing the lodging, food service and travel industries.

HRTM B360 - FOOD, HOSPITALITY AND CULTURE (3).

Cultural factors affecting food habits and hospitality needs of populations throughout the world.

HRTM B364 - CONFERENCE AND MEETING PLANNING (3).

(Prerequisite: HRTM B260) Planning and managing conferences and meetings in the tourism industry.

HRTM B370 - RESTAURANT FOOD PRODUCTION MANAGEMENT (3).

Management techniques and operating problems in food service operations.

HRTM B372 - CATERING MANAGEMENT (3).

(Prerequisite: HRTM B270 or consent of department chair) Management techniques, including planning, production and performance of off-premise catering.

HRTM B376 - CONTRACT FOODSERVICE MANAGEMENT (3).

Issues related to the management of contract foodservice accounts.

HRTM B385 - CLUB MANAGEMENT (3).

Unique problems and issues associated with private club management.

HRTM B390 - CAREERS IN HOSPITALITY/TOURISM (1).

(Prerequisite: Junior standing) Career options concurrent with the placement process.

HRTM B399 - INDEPENDENT STUDY (1-6). ^

(Prerequisite: Contract approval is required).

HRTM B410A - HOSPITALITY CURRENT ISSUES: RESORT AND CONDOMINIUM MANAGEMENT (3).

(Prerequisite: Senior standing) Issues and problems concerning the hospitality industry.

HRTM B410B - HOSPITALITY CURRENT ISSUES: DESTINATION MANAGEMENT (3).

(Prerequisite: Senior standing) Issues and problems concerning the hospitality industry.

HRTM 421 - HOSPITALITY FINANCIAL MANAGEMENT (3).

Financial decision making including ratio analysis, asset management, leverage, short, intermediate and long-term financing in the hospitality industry.

HRTM B440 - SERVICES MANAGEMENT FOR HOSPITALITY AND TOURISM (3).

(Prerequisite: ECON B221 and B222; MGMT B371) Management issues pertinent to quality service delivery in hospitality and tourism organizations.

HRTM B445 - FOOD AND SANITATION MICROBIOLOGY (3).

(Prerequisite: BIOL B120 or consent of instructor) Micro-organisms and their effect on the quality of food and water. Two lecture and two laboratory hours per week.

HRTM B447 - FOOD SCIENCE (3).

(Prerequisite: HRTM B242) The effects of cooking, processing and storage of food on nutrient content, sensory perception and functionality. Two lecture and two laboratory hours per week.

HRTM B450 - HOSPITALITY MARKETING SALES (3).

(Prerequisite: HRTM B235) Application of marketing principles and promotional techniques to the hospitality and travel industry.

HRTM B473 - CLUB CUISINE AND SERVICE (3).

(Prerequisite: HRTM B370 or B372) Advanced topics in the management of production and service techniques for private clubs.

HRTM B475 - WINES, SPIRITS, BEERS AND NON-ALCOHOLIC BEVERAGES IN FOOD SERVICE ESTABLISHMENTS (3).

Management overview and operating problems of beverages in the hospitality industry.

HRTM B485 - ADVANCED CLUB MANAGEMENT (3).

(Prerequisite: HRTM B285 or consent of instructor) Advanced topics in hospitality management for the club industry.

HRTM B490 - HOSPITALITY MANAGEMENT STRATEGIES (3).

(Prerequisite: HRTM B230 and Senior standing) Contemporary management strategies applied to the hospitality industry.

HRTM B491 - CLUB MANAGEMENT INTERNSHIP (3). ^

(Prerequisite: HRTM B285) Placement with a private club for a controlled learning experience. Minimum requirement of 400 work hours.

HRTM B495 - HOSPITALITY MANAGEMENT INTERNSHIP (3). ^

Structured industry practical experience in a hospitality management company at the supervisory level. A contract approved by the instructor, advisor and department chair is required for undergraduate students. Minimum of 400 hours.

HRTM B498 - SPECIAL TOPICS IN HOSPITALITY (1-3).

Advanced concepts, issues and trends in the hospitality and tourism industry. Variable hours between 1-3 credits. May be repeated for up to 6 credit hours.

IDST - Interdisciplinary Studies

IDST B250 - INTERDISCIPLINARY STUDIES INTERNSHIP (3).

(Prerequisite: Interdisciplinary Studies major or minor only, completion of IDST B297, consent of instructor) Provides students with the opportunity to apply interdisciplinary research skills across culturally diverse populations in a professional setting. Minimum requirement of 150 service hours.

IDST B260 – INTRODUCTION TO MEDICAL AND HEALTH HUMANITIES (3).

(Prerequisite: ENGL B101 or B105 & B102 or B106, each with a grade of C or higher.) An interdisciplinary course designed for students to focus on the broadly encompassing field of health and medicine from the perspective of the humanities.

IDST B297 - INTERDISCIPLINARY RESEARCH METHODS (3). ^

(Prerequisite: 45 hours of General Studies and acceptance into Interdisciplinary Major and Minor Programs). Introduction to individualized study including initial development or course of study proposal, review of courses, and bibliography.

IDST B305 - INTEGRATED INTERDISCIPLINARY STUDIES I (1).

(Prerequisite: IDST B297; permission of instructor) Students identify two courses in two different disciplines that have a correlative relationship beneficial to student's course of study. Student proposal of integrative study due pre-enrollment. Can be repeated up to four credit hours.

IDST B330 - CULTURAL HISTORIOGRAPHY (3).

(Prerequisite: Students must be classified as a junior or senior.) Intensive interdisciplinary study of selected topics regarding cultural history with empirical research component. Open to all majors. Can be repeated up to two times (6 credit hours). Topic reflected in section number. Maymester only.

IDST B331 – TOPICS IN CULTURAL HISTORIOGRAPHY (3).

(Prerequisite: ENGL B101 or B105, and B102 or B106, each with a grade of 'C' or higher.) Intensive interdisciplinary study of selected topics regarding cultural history. Open to all majors. Can be repeated up to two times (6 credit hours). Topic reflected in section number.

IDST B351 - BEYOND THE CLASSROOM: COMMUNITY PROJECT I (3).

(Prerequisite: IDST major or approval of instructor. Junior standing.) Explores foundations of service learning. Theoretical approach to design and implementation of service learning project in and around the university, with emphasis on community outreach.

IDST B352 - BEYOND THE CLASSROOM: COMMUNITY PROJECT II (3).

(Prerequisite: IDST B351) The application of theoretical foundations and service learning in a community project designed in IDST B351, implemented as individual or group project.

IDST B363 – PHILOSOPHY OF FILM (3).

{PHIL B363} (Prerequisite: ENGL B101/B105 and ENGL B102/B106) Interdisciplinary course with emphasis on topical study of film theory, the aesthetics of film as an art form, the social impact and relevance of film.

IDST B397 – READINGS IN PHILOSOPHY (3-6).

{§PHIL B397} (Prerequisite: Junior standing and completion of General Education English and Humanities requirements) A systematic study of a primary source in philosophy having relevance to other disciplines. Can be conducted as a small course or as a tutorial. May be taken twice for credit.

IDST B399 – INDEPENDENT STUDY (3-9).

(Prerequisite: Contract approval is required.)

IDST B405 - INTEGRATED INTERDISCIPLINARY STUDIES II (1).

(Prerequisite: IDST B297; permission of instructor) Students identify two courses in two different disciplines that have a correlative relationship beneficial to student's course of study. Student proposal of integrative study due pre-enrollment. Can be repeated up to four credit hours.

IDST B439 – SELECTED TOPICS (3).

(Prerequisite: ENGL B102 or B106 with a grade of "C" or higher) Intensive interdisciplinary study of selected themes or topics as defined by title. May be repeated for credit under a different topic title.

IDST B497 - SEMINAR IN INTERDISCIPLINARY STUDIES (3). ^

Prerequisite: Senior standing in Interdisciplinary Studies or consent of the instructor.

LING - Linguistics

LING B385 - GENDER AND LANGUAGE USE (3).

{§ANTH B385} The course will explore an approach to gender and language use that emphasizes the grounding in social practice of both.

LING B431 - DEVELOPMENT OF THE ENGLISH LANGUAGE (3).

{§ENGL B453} 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.

MART - Media Arts

MART B102 – MEDIA DESIGN (3).

Fundamental conceptual and technical aspects of designing popular media, including an introduction to digital compositing, time-based media, and interactive media.

MART B145 – DIGITAL IMAGING (3).

(Prerequisite: MART B102 or permission of instructor.) Foundations class on the aesthetic and communicative elements of digital image production, including 2D computer graphics, 3D motion graphics, and coding for media designers.

MART B201 – HISTORY OF ANIMATION IN THE US (3).

{§ ARTH B201} A survey of popular animation in the United States, from early 20th century film to contemporary digital media, with an introduction to animation techniques using computer software.

MART B210 – DIGITAL ANIMATION 1 (3).

Introduction to the theory and practice of using computer software to create animated digital media, including 3D character animation.

MART B250 – BROADCAST DESIGN 1 (3).

Introduction to the design and production of media for documentary style broadcasting, including storyboarding, virtual sets, digital cinematography, video editing, and motion graphics.

MART B281 – VIDEO GAME DESIGN 1 (3).

Introduction to the theory and practice of using computer software to design interactive digital media, including a first-person 3D video game.

MART B310 – DIGITAL ANIMATION 2 (3).

(Prerequisite: MART B210) Intermediate project-based course on a specialized aspect of digital animation production, including 3D modeling, character animation, or special effects.

MART B350 – BROADCAST DESIGN 2 (3).

(Prerequisite: MART B250) Intermediate course on a specialized aspect of designing digital media for a documentary style television broadcast, such as virtual sets, digital cinematography, 3D motion graphics, or special effects.

MART B375 - DIGITAL FABRICATION (3).

(Prerequisite: MART B145 or permission of instructor) An introduction to emerging technologies relating to rapid prototyping processes, this course focuses on three-dimensional printing and other computer controlled technologies pertaining to the design and fabrication of a sculptural object and/or design.

MART B381 - VIDEO GAME DESIGN 2 (3).

(Prerequisite: MART B281) Intermediate project-based course on a specialized aspect of 3D video game production, including art assets, level design, or coding events.

MART B385 - EMERGING TECHNOLOGIES (3).

(Prerequisite: MART B145 or permission by instructor) This course focuses on the use of hardware and software to create artwork that has elements of interactivity, time-based functionality and code manipulation. Other topics include: DIY movements, microprocessors, and installation art.

MART B410 - NARRATIVE MEDIA (3).

(Prerequisite: MART B310 or permission by instructor) Advanced project-based course on telling a story through moving pictures, including taking a script through the 3D production process to a festival quality short animation.

MART B481 - PERFORMATIVE MEDIA (3).

(Prerequisite: MART B381 or permission of instructor) Advanced project-based course on the design and practice of media performance, including the development of interactive virtual characters and environments for a live stage production.

MART B499 - INTERNSHIP IN MEDIA ARTS (1-3).

(Prerequisite: MART B310 or B381 or permission of instructor) Supervised experience in media production facilities. Can be taken for 1-3 credits based on 50 contact hours per credit, and contract must be approved by instructor, advisor, and department head.

MATH - Mathematics**MATH B101 - EXPERIENTIAL MATHEMATICS AND COMPUTATION (3).**

(Prerequisite: Mathematics Placement Exam and two years of high school algebra or equivalent) Mathematics application and appreciation in algebra, geometry, probability and statistics. Modeling and computation in practical applications. Foundational topics are chosen from: Number and Measurement Systems, Symbolic Relationships, Data Description or Analysis, Geometry, Uncertainty, Reasoning, and the Mathematics of Finance. This course serves as a prerequisite for no other MATH courses.

MATH B111 - COLLEGE ALGEBRA (3).

(Prerequisite: 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 MATH B111 and B111L.

MATH B111L - INTENSIVE COLLEGE ALGEBRA (4).

(Prerequisite: 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 MATH B111L and B111.

MATH B115 – PRECALCULUS MATHEMATICS (4).

(Prerequisite: Qualification through placement or a grade of 'C' or better in B111) Topics in algebra and trigonometry specifically needed for MATH 141, 142, 240. Polynomial, rational, inverse, logarithmic, exponential functions; circular functions; analytic trigonometry.

MATH B122 - CALCULUS FOR BUSINESS ADMINISTRATION AND SOCIAL SCIENCES (3).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B111 or consent) Derivatives and integrals of elementary algebraic, exponential and logarithmic functions. Maxima, minima, rate of change, and area under a curve. Applications include marginality and elasticity of demand.

MATH B131 – INTRODUCTORY MATHEMATICS FOR COMPUTATIONAL SCIENCE (3).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B111 or consent) Sets, functions, analytic geometry, matrices and Euclidean spaces, infinite series, approximation, precision and error, counting and probability, graphs and trees; fundamental notions of differential and integral calculus.

MATH B141 - CALCULUS I (4).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B115) Introduction to fundamental concepts and theorems of limits, continuity, and derivatives; rates of change; differentiation rules for algebraic and transcendental functions, including the chain rule; applications of derivatives; introduction to integration, including the Fundamental Theorem of Calculus and u-substitution; areas between curves.

MATH B142 - CALCULUS II (4).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B141) Techniques of integration, applications of the integral, L'Hospital's Rule, improper integrals; sequences and series of real numbers, power and Taylor series, introduction to polar coordinates.

MATH B170 - FINITE MATHEMATICS (3).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B111 or B115) Elementary matrix theory; systems of linear equations; permutations and combinations; probability and Markov chains; linear programming and game theory.

MATH B172 - MATHEMATICAL MODELING FOR THE LIFE SCIENCES (3).

(Prerequisite: Grade of 'C' or better in MATH B122 or MATH B141) 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 MATH B172 and either MATH B170 or B174.

MATH B174 - DISCRETE MATHEMATICS FOR COMPUTER SCIENCE (3).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B115) 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.

MATH B221 - BASIC CONCEPTS OF ELEMENTARY MATHEMATICS I (3).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B111 or B115) 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.

MATH B222 - BASIC CONCEPTS OF ELEMENTARY MATHEMATICS II (3).

(Prerequisite: MATH B221) Informal geometry and basic concepts of algebra. Open only to students in elementary or early childhood teacher certification.

MATH B230 – LINEAR ALGEBRA (3).

(Prerequisite: MATH B141 or consent of instructor) Linear systems and matrices, vector spaces, linear independence, rank of a matrix, linear transformations, determinants, introduction to eigenvalues and eigenvectors, diagonalization and applications.

MATH B240 – CALCULUS III (4).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B142) Parametric equations, polar coordinates, three dimensional analytic geometry, cylindrical and spherical coordinates, vector functions, functions of several variables, partial differentiation, max-min, Lagrange multipliers, multiple integrals and applications, integral vector calculus.

MATH B242 - ELEMENTARY DIFFERENTIAL EQUATIONS (3).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B142) 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.

MATH B280 – COMPUTATIONAL MATHEMATICS (4).

{CSCI B280} (Prerequisite: MATH B142 and CSCI B104 or consent of instructor) Fundamental concepts selected from linear algebra and differential equations applicable to Computational Science. Major topics include systems of linear equations, diagonalization, and numerical solutions to differential equations. The focus is on computational methods and programming skills that will be implemented in a variety of science and engineering disciplines.

MATH B300 – INTRODUCTION TO PROOF (3).

(Prerequisite: Qualification through placement or a grade of 'C' or better in MATH B142) Introduction to the language and nature of reasoning, structure, and technique as they apply to advanced mathematics and proofs. Topics include logic, set theory, cardinality, and methods of proof (including induction).

MATH B331 – FOUNDATIONS OF GEOMETRY (3).

(Prerequisite: Grade of 'C' or better in MATH B300) The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.

MATH B399 - INDEPENDENT STUDY (1-9). ^

(Prerequisite: Contract approval is required).

MATH B401 – HISTORY OF MATHEMATICS (3).

(Prerequisite: Grade of 'C' or better in MATH B121 or MATH B141) A study of the historical development of mathematics focusing on conceptual milestones.

MATH B410 – ABSTRACT ALGEBRA I (3).

(Prerequisite: Grade of 'C' or better in MATH B230 and MATH B300) An introduction to algebraic structures. Introduction to group theory including subgroups, quotient groups, homomorphisms; introduction to rings including ideals, quotient rings, polynomial rings and fields of fractions.

MATH B411 – ABSTRACT ALGEBRA II (3).

(Prerequisite: Grade of 'C' or better in MATH B410) A continuation of studies in Algebra. An introduction to modules and field theory including vector spaces, algebras and free abelian groups; introduction to field theory including algebraic extension, Galois theory and finite fields.

MATH B419- MATHEMATICAL MODELING (4). ^

{CSCI B419} (Prerequisite: grade of 'C' or better in MATH B142 and CSCI B104, or consent of instructor) Utilizes numerical and mathematical analysis to investigate experimental data and complex systems in science and/or engineering. Emphasis is on the mathematical modeling techniques and computer programming to explore applied problems.

MATH B450 – ANALYSIS I (3). ^

(Prerequisite: grade of 'C' or better in MATH B300 or consent of instructor) A rigorous treatment of topics introduced in elementary calculus and more advanced topics basic to the study of real analysis.

MATH B451 – ANALYSIS II (3). ^

(Prerequisite: grade of 'C' or better in MATH B450 or consent of department) An introduction to the theory of several variables calculus: convergence in Euclidean spaces, functions on Euclidean spaces, differentiation in several variables, integration in several variables.

MATH B460 – TOPOLOGY (3). ^

(Prerequisite: grade of 'C' or better in MATH B300 or consent of instructor) Topological spaces and homeomorphisms; separability; compactness; connectedness; completeness; metrizable; introduction to homotopy theory.

MATH B480 – SENIOR SEMINAR (3). ^

(Prerequisite: Consent of instructor) A review of current literature in specialized subject areas involving student presentations. Content varies and will be announced in the schedule of classes by suffix and title.

MGMT - Management**MGMT B300 - CAREERS IN BUSINESS (3).**

(Prerequisite: Junior standing) An introduction to career opportunities and the career placement process in business.

MGMT B371 - PRINCIPLES OF MANAGEMENT AND LEADERSHIP (3).

(Prerequisite: 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.

MGMT B374 - HUMAN RESOURCE MANAGEMENT (3).

(Prerequisite: MGMT B371) A development of an understanding of personnel administration as a staff function through a study of modern-day concepts and practices. Topics include: research and standards, employment, training and education, safety and health, employee services and industrial relations.

MGMT B376 - ORGANIZATION BEHAVIOR (3).

(Prerequisite: MGMT B371) A study of the process of integrating people into a work situation that motivates them to work together productively, cooperatively and with economic, psychological and social satisfaction.

MGMT B378 - LABOR RELATIONS (3).

(Prerequisite: Junior standing) A study of the development and methods of labor unions and employee associations in organization. Labor disputes, collective bargaining techniques, contents of contracts and public policies are analyzed from the standpoints of economics and law. Topics covered in detail include employee representation, company unions, strikes, boycotts, lockouts and trade agreements.

MGMT B380 - EMPLOYMENT LAW (3).

(Prerequisite: MGMT B374) This course surveys the laws that govern the employment relationship between employers and employees including employment-at-will, contractual arrangements, discrimination, compensation, employee safety and health and privacy protections. Labor law is covered briefly so that it can be understood in the context of other employment law.

MGMT B401 - TOPICS IN ENTREPRENEURSHIP (3).

(Prerequisites: MKTG B350, MGMT B376) Relevant selected issues and topics of interest in management. Issues and concepts of the business world are explored with film profiles, case histories and readings.

MGMT B403 - LEADERSHIP IN ORGANIZATIONS (3).

(Prerequisite: MGMT B371) Reviews research and practice in organizational leadership; provides students with self-assessment, developmental exercises and case studies to prepare for leadership roles.

MGMT B404 - PAY, REWARDS AND COMPENSATION MANAGEMENT (3).

(Prerequisite: MGMT B374) An examination of how organizations use pay and other types of rewards (both intrinsic and extrinsic) to affect employee motivation and behavior.

MGMT B405 - STAFFING, TRAINING AND DEVELOPMENT (3).

(Prerequisite: MGMT B374) An examination of how organizations can improve workforce quality by making effective use of recruiting and selection processes. Attention is also given to the training and development of new hires and to legal issues that surround the staffing process.

MGMT B411 - INTERNATIONAL MANAGEMENT (3).

(Prerequisite: 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.

MGMT B473 - MANAGEMENT AND OPERATIONS OF SMALL BUSINESS (3).

(Prerequisites: MGMT B371) 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.

MGMT B474 - ADVANCED MANAGEMENT OF HUMAN RESOURCES (3).

(Prerequisites: MGMT B374 and B376) This course covers in detail topics from MGMT B374. Involves students in problem-solving activities and in-depth analysis of cases, using concepts from MGMT B374 and B376.

MGMT B475 - PRODUCTION/OPERATIONS MANAGEMENT (3).

(Prerequisites: MGMT B371 and STAT B201) 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 lean Six Sigma.

MGMT B476 – SUPPLY CHAIN MANAGEMENT: A LOGISTICS PERSPECTIVE (3).

(Prerequisite: MGMT B475) A strategic managerial emphasis that combines strategy.

MGMT B477 - ORGANIZATION THEORY (3).

(Prerequisite: MGMT B376) A conceptual framework for the orderly analysis of management functions through studies in organization planning and control theories.

MGMT B478 - STRATEGIC MANAGEMENT (3).

(Prerequisites: MKTG B350, BADM B363, MGMT B376 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.

MGMT B488 - BUSINESS SIMULATION (3).

(Prerequisites: BADM B363, MGMT B376, MKTG B350; Co-requisite MGMT B478) This course is designed to integrate multiple areas of specialization within a "simulated" business environment. Students will have the opportunity to formulate, develop, and implement strategic issues and concepts for a "simulated" company. Students will also apply strategic knowledge to financial markets as a means to understand the interaction of various market variables.

MGMT B498 - STRATEGIC HUMAN RESOURCE MANAGEMENT (3).

(Prerequisites: MGMT B374, MGMT B380, MGMT 404 and MGMT 405) A comprehensive analysis of strategic Human Resource Management's participation in the strategic planning process.

MGSC – Management Science

MGSC B290 - 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.

MGSC B390 - MANAGEMENT INFORMATION SYSTEMS (3).

(Prerequisite: MGSC B290 or CSCI B101 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.

MKTG - Marketing

MKTG B350 - PRINCIPLES OF MARKETING (3).

(Prerequisites: ECON B221 and prerequisite or co-requisite of BADM B210) Principles and concepts underlying marketing functions, including the conception, pricing, promotion and distribution of products and services and the role of marketing in society.

MKTG B352 - INTRODUCTION TO MARKETING RESEARCH (3).

(Prerequisites: MKTG B350 and STAT B201) Principles and concepts underlying marketing functions, including the conception, pricing, promotion and distribution of products and services and the role of marketing in society.

MKTG B453 - SALES MANAGEMENT (3).

(Prerequisite: MKTG B350) This course is intended to provide the student with an understanding of the fundamentals of sales management including the recruitment, training, motivation, compensation and evaluation of a sales force.

MKTG B454 - MARKETING COMMUNICATIONS AND STRATEGY (3).

(Prerequisite: MKTG B350) Integration of advertising, sales promotion, and point-of-purchase communications toward the goal of enhancing brand equity.

MKTG B455 - CONSUMER BEHAVIOR (3).

(Prerequisite: MKTG B350) The principal 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.

MKTG B457 - PERSONAL SELLING AND SALES (3).

(Prerequisite: MKTG B350) 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.

MKTG B465 - MARKETING STRATEGY AND PLANNING (3).

(Prerequisite: MKTG B352) Management of marketing organizations and integration of functions, with emphasis on planning and designing strategies and applying tools and techniques for problem solving and decision making.

MSCI - Marine Science

MSCI B210 - OCEANS AND SOCIETY (4). ^

A non-technical introduction to the oceans: organisms, systems and the physical and chemical characteristics. Laboratories illustrate the structure and function of marine environments. Three lecture and two laboratory hours per week. Attendance on field trips may be required.

MSCI B215 - COASTAL ENVIRONMENTS OF THE SOUTHEASTERN U.S. (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.

MSCI B215L - COASTAL ENVIRONMENTS OF THE SOUTHEASTERN U.S. LABORATORY (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.

MUSC - Music

MUSC B110 - 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.

MUSC B124 - SYMPHONIC BAND (1). ^

Musical organizations are open to all university students by audition.

MUSC B129 - UNIVERSITY CHORUS (1). ^

Musical organizations are open to all university students by audition. May be repeated for up to 8 credits.

MUSC B130 - SOUND DESIGN (3).

Theory, Harmony, Form and Analysis, Writing, Choral, (SATB), Piano/vocal, Ensemble scores. Acoustics, Sound Reproduction (Attack, Sustain Decay, Amplitude, Frequency, Compression, Reverb). Engage students with basic concepts of music using current software applications.

MUSC B140 - JAZZ AND AMERICAN POPULAR MUSIC (3).

Development of jazz and American popular music through the study of important soloists, ensembles, arrangers and composers.

NURS - Nursing

NURS B100 - NURSING HONORS SEMINAR (1). ^

(Prerequisite: Acceptance to the BSN Honors Program) This honors course is designed to provide students the opportunity to explore the changing role of nursing in the American healthcare system. Seminar meetings and planned excursions will facilitate scholarly exploration of the practice of nursing, with an emphasis on the factors influencing current and future nursing practice.

NURS B105 – CONCEPTS, COMMUNICATIONS, AND CALCULATIONS (2). ^

(Prerequisite: Declared Pre-Nursing Concentration or admittance into the Nursing Honors Program) This course introduces concepts essential to basic nursing practice. Nursing's historical evolution as a profession through theory, concept and role development will be presented. An overview of medical terminology and medication calculations is provided as rudimentary skills that promote effective interpretation and communication within the health disciplines, and the mathematical calculations required to administer pharmaceutical agents.

NURS B202 - INTRODUCTION TO PROFESSIONAL NURSING (6). ^

(For the prelicensure track; Prerequisite: Acceptance as a pre-licensure BSN student; Co-requisite: NURS B310 and NURS B312) This course reviews the historical aspects of professional nursing and emphasizes the development of nursing as a profession. Critical thinking, emotional intelligence, patient education principles and the nursing process are introduced. Students will develop safe practice of basic nursing skills first in a laboratory setting and then apply these skills in a clinical setting. (Lecture 3 hours, Laboratory 3 hours, Clinical Experience 6 hours).

NURS B301 – ROLE DEVELOPMENT IN NURSING (3). ^

(Prerequisite: Acceptance into the RN to BSN Program and current RN licensure or consent of the instructor) Overview of the historical aspects of professional nursing and the impact this history has on current day nursing practice. Emphasizes the development of nursing as a profession including scholarship, theories, advanced practice and leadership. Presents emotional intelligence as a construct linked to effective leadership and interdisciplinary team relationships. (Lecture 3 hours)

NURS B305 – SPIRITUALITY, HEALTH, AND HEALTH PROFESSIONS (3).

(Prerequisite: NURS B202 or HPRO B315) Exploration of spirituality, its effect on health, and health professionals roles in the spiritual care of clients.

NURS B310 - BIOPHYSICAL PATHOLOGY (3). ^

(Prerequisite: Acceptance to the Pre-licensure or RN to BSN Program or consent of Instructor). An overview of the molecular, cellular and organ system changes that occur with common diseases and their impact on total body function. Focus is on the mechanism of the underlying disease, knowledge of which is necessary for effective preventive and therapeutic health care measures (Lecture 3 hours).

NURS B312 - HEALTH ASSESSMENT (3). ^

(Prerequisite: Acceptance to the Pre-licensure program, RN licensure or consent of instructor). A comprehensive assessment of adults and an overview of special groups are taught. Students identify normal and abnormal findings with consideration to cultural and ethnic variations and development across the life span. A head-to-toe nursing assessment is learned using inspection, auscultation, percussion and palpation techniques. A nursing process approach assists students to perform a data analysis and clearly document objective findings (Lecture 2 hours, Laboratory 3 hours of skill development).

NURS B320 - CLINICAL PHARMACOLOGY (3). ^

(For the prelicensure track; Prerequisite courses NURS B310 or consent of instructor) This course provides an overview of the chemical therapeutic measures which assist patients in reducing the physical and emotional effects of illness and in improving or promoting health. Focus is on the mechanism of action of these interventions as they affect underlying physiological and pathophysiological processes (Lecture 3 hours).

NURS B326 - ADULT HEALTH NURSING I (6). ^

(For the prelicensure track; Prerequisite courses NURS B202, B310 and B312; Co-req. NURS B320). This course includes information on common chronic and acute illnesses including pre- and post-operative preparation. A nursing process approach outlines nursing actions for major common illnesses in the hospital setting. Intermediate nursing skills are taught in the laboratory and applied in the clinical area. Students learn how to provide appropriate nursing care to patients with common health problems and patients requiring surgery (Lecture 3 hours, Laboratory 3 hours, Clinical Experience 6 hours).

NURS B330 – TRANSCULTURAL HEALTH (3).

(Prerequisite: PSYC B101 or SOCY B101 or consent of Instructor) This course surveys the cultural and social dimensions of health and illness with emphasis on the development of cultural competence. Different populations are examined for the development of a personal understanding of the traditions and customs of their societies, providing a unique perspective on the implications for patient care. (Lecture 3 hours) (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

NURS B350 - NURSING RESEARCH (3). ^

(Prerequisite: STAT B201 and NURS B202 or RN Licensure or consent of Instructor). Nursing research introduces the basic research process, including methods commonly used in nursing. Content includes ethical issues, evaluation of research for evidenced based practice and the nurse researcher role (Lecture 3 hours).

NURS B356 - WOMEN'S HEALTH NURSING (5). ^

(For the prelicensure track; Prerequisite courses NURS B320 and NURS B326; Co-requisite: NURS B358). Content includes nursing care of women related to all aspects of reproductive health. Cultural differences are discussed. Coaching strategies and research outcomes for this population are described. Students will develop safe practice of basic obstetrical and gynecological nursing skills first in a laboratory setting and then apply these skills in a clinical setting (Lecture 3 hours, Laboratory 1 hour, Clinical Experience 5 hours).

NURS B358 - CHILDREN'S HEALTH NURSING (5). ^

(Prerequisite: NURS B320 and NURS B326; Co-requisite: NURS B356). Focus is on the nursing care of children and their families. Normal growth and development, pediatric assessment and common health issues including childhood communicable diseases and genetic abnormalities are presented. Students will develop safe practice of applying basic nursing skills first in a laboratory setting and then in pediatric inpatient and outpatient settings (Lecture 3 hours, Laboratory 1 hour, Clinical Experience 5 hours).

NURS B360 - GERONTOLOGICAL AND REHABILITATION NURSING (3). ^

(Prerequisite: RN licensure, or NURS B312 and NURS B326, or permission of the instructor) Care and special needs of the older adult in various care settings. Gerontological nursing, presentation of disease, rehabilitation, health promotion, reimbursement and a comprehensive nursing gerontological assessment are covered. (Lecture 3 hours).

NURS B395 – GLOBAL HEALTHCARE STUDY ABROAD (3). ^

(Prerequisite: NURS B202 and NURS B312, or permission of the instructor) Provides students the opportunity to engage in global health fieldwork in an international service learning setting. Faculty collaborate with international partners to develop customized global healthcare immersion experiences.

NURS B399 – INDEPENDENT STUDY IN NURSING (1-6). ^

This course is an advanced study of a particular theme or topic in the nursing through readings, research, and analysis. It is designed for students who have completed basic courses and who want to study specific topics that are not offered in the curriculum or extend learning of a topic from a course already completed (i.e., develop a poster or manuscript based on a scholarly paper). A contract of study is developed through readings, projects, papers, and/or seminars approved by instructor. Up to 3 credits may be contracted and repeated for a total of 6 credits.

NURS B401 - HEALTH CARE DELIVERY SYSTEMS (3). ^

{\$HPRO B401} (Prerequisite: NURS B326 or HPRO B310 or RN licensure, or consent of instructor) Systems theory; health care delivery systems conceptualizes transitions from one level of care to another with emphasis on ethical and legal issues; technology; historical, political and economic aspects to meet the health care needs of the population. (Lecture 3 hours)

NURS B410 - PROFESSIONAL NURSING LEADERSHIP AND MANAGEMENT (4). ^

(Pre-requisites: Acceptance to RN-to-BSN program or NURS B326 and NURS B401 or permission of the instructor) This course provides an introduction to evidence-based nursing leadership and management practice. The course includes theoretical underpinnings of nursing leadership and management, to prepare the student for the organizational and managerial skills needed for day to day management of staff nurses delivering health care to multiple patients as well as future positions of leadership (Lecture 4 hours).

NURS B412 - MENTAL HEALTH NURSING (4). ^

(Prerequisite: NURS B320, NURS B350; Pre- or co-requisite of NURS B360, NURS B401). Nursing care of individuals with mental health issues ranging from major psychiatric disorders to short situational stressors is taught with an emphasis on positive mental health. Students will develop safe practice of basic nursing skills first in a laboratory setting and then in community-based and in-patient mental health settings. (Lecture 2 hours, Laboratory 1 hour, Clinical Experience 5 hours).

NURS B418 - COMMUNITY HEALTH NURSING (5). ^

(Prerequisites: NURS B356, NURS B358, and NURS 360 for pre-licensure students; NURS B350 for all nursing students; Co-requisite or Prerequisite: NURS B401 for all nursing students) Evidence-based nursing with individuals across the lifespan, families, and across population groups. Levels of prevention are explored in relationship with epidemiological effects of environment and lifestyle on client health. Laboratory and clinical experience include identification and application of community resources using a case management approach to provide care in community health centers, acute care centers, shelters, home health, hospice agencies, and other community organizations. (Lecture 3 hours, Laboratory 1 hour, Clinical experience 5 hours per week.)

NURS B420 - TRENDS AND ISSUES IN NURSING (3). ^

(Prerequisite: NURS B356 and NURS B358 for pre-licensure students) Historical and present trends in nursing practice are taught in this course with a perspective on nursing education, genetic research, evidenced-based practice and complementary therapies (Lecture 3 hours).

NURS B425 - ADULT HEALTH NURSING II (9). ^

(For the Pre-licensure Program: Prerequisite Courses NURS B410, NURS B412, NURS B418; Co-requisite: NURS B435) Through implementation of the nursing process, students focus on nursing interventions, as well as applying leadership and management principles, to coordinate the complex care needs of the adult medical/surgical patient at the bedside and during transitions of care. Students build on clinical practice from previous courses and apply safe practice of advanced nursing skills in preparation for professional practice. (Class 3 hours, Laboratory 3 hours, Clinical practice 15 hours)

NURS B435 - PROFESSIONAL NURSING SEMINAR (1). ^

(For the prelicensure track; Prerequisite courses NURS B410 and NURS B418; Co-requisite: NURS B425). This course prepares the pre-licensure student for transition to the role of professional nurse. An overview of career choices, readiness for NCLEX exam and continuing education and career advancement in the workplace is presented (Lecture 1 hour).

NURS B441 - CAPSTONE: PROFESSIONAL NURSING PROJECT (5). ^

(Prerequisite: All other RN-BSN nursing courses). The student will identify a project that synthesizes professional nursing curriculum theory and principal threads of Assessment, Critical thinking, Emotional Intelligence, Care Coordination and Cultural competence. The student will investigate a professional nursing issue, plan a project individualized to the student's interests and develop a learning contract for a project is identified, planned and implemented that focuses on a professional nursing issue. The student will use curriculum threads of Assessment, Critical thinking, Emotional Intelligence, Care Coordination and Cultural competence to complete this clinical experience. (Seminar 2 hours, Clinical Experience 9 hours).

PEDU - Physical Education**PEDU B101 – RAD SELF-DEFENSE FOR WOMEN (1).**

(Prerequisite: Instructor Permission) An introduction to the principles, techniques, and active practice of self-defense for women.

PEDU B104 - PERSONAL FITNESS AND WEIGHT CONTROL (1).

Assessment of major fitness components and development of a personalized exercise program based on fundamental principles of exercise prescription. Weight management and dietary guidelines will be addressed.

PEDU B105 - WEIGHT TRAINING (1).

An introduction to progressive resistance training and participation in a personalized strength training program with emphasis on proper technique and safety principles.

PEDU B107 - AEROBIC FITNESS (1).

Participate in aerobic fitness activities designed to improve cardiovascular endurance. Includes aerobic fitness assessment along with individualized and group aerobic fitness training.

PEDU B112 - BASKETBALL (1).

Fundamental skills of game performance. Strategy, rules, and basic offenses and defenses.

PEDU B113 - BOWLING (1).

An Introduction to the fundamentals of bowling, with an emphasis on basic techniques in all facets of the game, as well as an understanding of terminology.

PEDU B114 - GOLF (1).

Basic concepts and fundamentals of the golf swing will be emphasized. Grip, stance, posture, alignment, and ball position relative to the golf swing will be addressed. On-course instruction included.

PEDU B117 – KARATE (1).

Explore different martial arts styles with emphasis on basic hand strikes, kicks, blocks, stances, fighting strategy, martial art theory, history and self-defense strategies.

PEDU B119 – SOCCER (1). ^

Fundamental skills for game performance; history, rules, and game strategy.

PEDU B121 - TENNIS 1 (1).

Introduction to the game of tennis. All aspects of the game for new players including technical, tactical, physical and mental skills will be developed. The emphasis will be on helping students serve, rally and score and to build their knowledge and skill base.

PEDU B136 – YOGA I (1).

Explore the mind-body connection through participation in yoga poses, transitional movements, and progressive relaxation techniques. Build strength, flexibility, muscle tone, and mindfulness while improving one's sense of well-being.

PEDU B137 – YOGA II (1).

(Prerequisite: PEDU B136, or consent of instructor) This course is a continuation of the Yoga I, focusing on the understanding and practice of intermediate to advanced yoga asanas (postures), pranayama (breathing) and meditation technique, including an introduction to the chakras.

PEDU B142 – LIFEGUARD TRAINING (1)

(Prerequisite: Permission of the PEDU Program Coordinator) Students will develop proficiency in water safety skills. Successful completion of all course requirement leads to certification in American Red Cross Lifeguard Training, CPR, First Aid, and AED.

PEDU B147 - KAYAKING (1).

(Prerequisite: successful completion of deep water swim exam) Supervised calm water single kayak paddling. Emphasis on safety, equipment selection, basic paddle and kayak-handling techniques, fitness considerations, travel safety, rescue and survival techniques.

PEDU B148 – STAND UP PADDLE BOARDING (1).

(Prerequisite: Must be a deep water swimmer.) A supervised calm water stand up paddling experience. Emphasis on safety, equipment selection, paddle and board-handling techniques, fitness, travel safety, rescue and survival techniques.

PEDU B153 – HEARTSAVER CPR/FIRST AID/AED (1). ^

The study and practice of early emergency care procedures, including first aid; choking relief in adults, children, and infants; and what to do for sudden cardiac arrest in adults, children, and infants.

PEDU B189 – INDOOR CYCLING (1). ^

An introduction to the basic fundamentals of indoor cycling.

PEDU B202- FOUNDATIONS OF COACHING (2).

Explore coaching philosophies, coaching techniques, training fundamentals, risk management and group management strategies. Emphasis placed on coaching skills necessary for working with children. Includes practical experience and evaluation of coaching situations.

PHIL - Philosophy

PHIL B102 - INTRODUCTION TO PHILOSOPHY (3).

An introduction to the main problems of philosophy and its methods of inquiry, analysis and criticism. Works of important philosophers will be read.

PHIL B110 – INTRODUCTION TO FORMAL LOGIC: DEDUCTION & INFERENCE (3).

This course is an introduction to deductive reasoning. The focus will be on the use of formal methods to construct and criticize actual arguments. Particular emphasis will be placed upon Aristotelian logic, sentential logic, and predicate logic. Student will develop skills in the development and analysis of syllogisms, Venn Diagrams, truth tables, and formal proofs.

PHIL B111 - INTRODUCTION TO INFORMAL LOGIC: REASONING & ANALYSIS (3).

This course is an introduction to inductive reasoning. The focus will be on argumentation and argument analysis. Students will develop skills for: identifying argumentative language; determining the type of argument present; constructing argument maps; evaluating arguments in term of inductive standards; and identifying various informal fallacies.

PHIL B201 - HISTORY OF ANCIENT PHILOSOPHY (3).

An introduction to the development of philosophy in the ancient world through study of the works of representative philosophers. PHIL B202 may be taken prior to this course.

PHIL B202 - 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.

PHIL B211 - 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.

PHIL B212 – PHILOSOPHY OF HUMAN NATURE (3).

This course investigates particular interpretations of human nature that have arisen within the history of ideas. Particular focus will be given to 1) analyzing the conflicting claims regarding human behavior that arise from such interpretations and 2) evaluating disagreements regarding the norms of conduct and social policy that develop from these different interpretations.

PHIL B302 - AMERICAN PHILOSOPHY (3).

The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 19th and 20th centuries.

PHIL B311 - 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.

PHIL B312 - BIOETHICS (3)

The concepts of Person and Justice as they relate to biomedical sciences and technologies.

PHIL B313 - PHILOSOPHY OF ART (3).

Philosophical problems relating to the arts, with emphasis on questions pertaining to aesthetic experience.

PHIL B320 - 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.

PHIL B341 - ENVIRONMENTAL ETHICS (3).

Examination of principles and arguments surrounding moral issues involving the environment.

PHIL B363 – PHILOSOPHY OF FILM (3).

{§IDST B363} (Prerequisite: ENGL B101/B105 and ENGL B102/B106) Interdisciplinary course with emphasis on topical study of film theory, the aesthetics of film as an art form, the social impact and relevance of film.

PHIL B397 – READINGS IN PHILOSOPHY (3-6).

{§IDST B397} (Prerequisite: Junior standing and completion of General Education English and Humanities requirements) A systematic study of a primary source in philosophy having relevance to other disciplines. Can be conducted as a small course or as a tutorial. May be taken twice for credit.

PHIL B398 – TOPICS IN PHILOSOPHY (3).

(Prerequisite: Specific prerequisites may vary; consult the instructor) Intensive study of selected themes, topics, currents of thoughts or interdisciplinary concerns. May be repeated for credit under a different topic.

PHIL B399 - INDEPENDENT STUDY (3-9). ^

(Prerequisite: Contract approval is required).

PHYS - Physics**PHYS B101 - 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.

PHYS B101L - THE PHYSICS OF HOW THINGS WORK I LABORATORY (1). ^

(Prerequisite or Co-requisite: PHYS B101) Experiments, exercises and demonstrations to accompany PHYS 101.

PHYS B102 - THE PHYSICS OF HOW THINGS WORK II (3).

(Prerequisite: PHYS B101) A continuation of PHYS B101 with emphasis on electricity, magnetism, optics and atomic physics.

PHYS B102L - THE PHYSICS OF HOW THINGS WORK II LABORATORY (1). ^

(Prerequisite or Co-requisite: PHYS B102) Experiments, exercises and demonstrations to accompany PHYS B102.

PHYS B201 - GENERAL PHYSICS I (3).

(Prerequisite: MATH B115, or MATH B122, or equivalent) First part of an introductory course sequence. Topics include mechanics, wave motion, sound and heat. No previous background in physics is assumed.

PHYS B201L - GENERAL PHYSICS LABORATORY I (1). ^

(Prerequisite or Co-requisite: PHYS B201).

PHYS B202 - GENERAL PHYSICS II (3).

(Prerequisite: a grade of C or better in PHYS B201) Continuation of PHYS B201; includes electromagnetism, relativity, quantum physics, atomic and nuclear physics.

PHYS B202L - GENERAL PHYSICS LABORATORY II (1). ^

(Prerequisite or Co-requisite: PHYS B202).

PHYS B211 - ESSENTIALS OF PHYSICS I (3).

(Prerequisite: a grade of C or better in MATH B141; Co-requisite: PHYS B211L) Classical mechanics and wave motion. Calculus-level course for students of science and engineering.

PHYS B211L - ESSENTIALS OF PHYSICS I LABORATORY (1). ^

(Prerequisite or Co-requisite: PHYS B211).

PHYSB 212 - ESSENTIALS OF PHYSICS II (3).

(Prerequisite: a grade of C or better in PHYS B211 and MATH B142; Co-requisite: PHYS B212L) Classical electromagnetism and optics.

PHYS B212L - ESSENTIALS OF PHYSICS II LABORATORY (1). ^
(Prerequisite or Co-requisite: PHYS B212).

PHYS B398 – ADVANCED TOPICS IN PHYSICS (1-4).

Study of a topic not otherwise available to student. May involve reading assignments, tutorial, lectures, papers, presentations, or field or laboratory study, determined in consultation with instructor. Repeatable to a maximum of 8 credit hours.

POLI - Political Science

POLI B105 - INTRODUCTION TO POLITICS (3).

Concepts and problems involved in human relationship with governments, the nation-state and political change.

POLI B111 - 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.

POLI B201 - AMERICAN NATIONAL GOVERNMENT (3).

The formation and development of the national government, its organization and powers.

POLI B315 - INTERNATIONAL RELATIONS (3).

International political behavior and institutions.

POLI B370 - INTRODUCTION TO PUBLIC ADMINISTRATION (3).

A study of the basic principles and theory of administrative structure, responsibility and control in relation to policy making in the modern state.

POLI B399A - INDEPENDENT STUDY IN POLITICAL SCIENCE (1-6). ^

(Prerequisite: Contract approval is required).

POLI B399B - INDEPENDENT STUDY IN INTERNATIONAL STUDIES (1-6). ^

(Prerequisite: Contract approval is required).

POLI B400 - SELECTED TOPICS IN POLITICAL THEORY (3).

Intensive analysis of a particular topic or topics. To be identified by topic title each semester.

PSYC - Psychology

PSYC B101 - INTRODUCTION TO PSYCHOLOGY (3).

An introduction to and survey of the basic concepts and findings within the field of psychology.

PSYC B200 - RESEARCH METHODS IN PSYCHOLOGY (3).

(Prerequisite: PSYC B101) Basic principles and methodology.

PSYC B201 - STATISTICS LABORATORY IN PSYCHOLOGY (1).

(Prerequisite or Co-requisite: STAT B201 or permission from instructor) Psychological experiments which illustrate important concepts of elementary statistics. Two laboratory hours per week.

PSYC B202 - PSYCHOLOGICAL STATISTICS (3).

Introduction to statistical methods for psychology research.

PSYC B203 - LABORATORY IN PSYCHOLOGY (3).

(Prerequisite: PSYC B200, PSYC B201 and STAT B201 or PSYC B202) Laboratory in psychology in which research methods and statistical methods are integrated. One lecture and one laboratory session per week.

PSYC B209 – HUMAN GROWTH AND DEVELOPMENT (3)

An Introduction to and survey of physical, mental, social, and emotional developmental patterns evidence from the prenatal period through senescence and death.

PSYC B210 - PSYCHOLOGY OF ADJUSTMENT (3).

Introduction to theories and processes underlying and facilitating human adjustment in the community, family and workplace.

PSYC B212 - APPLIED PSYCHOLOGY (3).

Uses of psychological knowledge and techniques in practical contexts; clinical, school, industrial, consumer and environmental psychology.

PSYC B214 - HUMAN SEXUAL BEHAVIOR (3).

Psychological, physiological and sociological factors of human sexual behavior and attitudes.

PSYC B216 - PSYCHOLOGY OF MARRIAGE (3).

The psychological, physiological and social characteristics of marriage.

PSYC B218 - PSYCHOLOGY OF WOMEN (3).

Women's experiences: childhood and adolescence, work, family, cultural images, adjustment and social change.

PSYC B220 - PSYCHOLOGY OF RELIGION (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.

PSYC B224 - INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3).

Psychological techniques applied to various industrial and organizational problem areas, such as management and supervision, morale, efficiency, training, personnel selection and placement and relations among personnel.

PSYC B229 - 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.

PSYC B302 - LEARNING AND MEMORY (3).

(Prerequisite: PSYC B101) Research and applications concerning the acquisition of new behavior and knowledge, including accounts based on classical and instrumental conditioning and on information-processing models.

PSYC B303 – PRINCIPLES OF GERONTOLOGY (3).

(§HMSV B303 & SOCY B303) An exploration of the interdisciplinary field of gerontology, including the fundamental concepts, theories, and issues involved in the study of aging from diverse perspectives.

PSYC B311 - ABNORMAL PSYCHOLOGY (3).

(Prerequisite: PSYC B101) Covers the classification, diagnosis, etiological theories and treatments of the major mental and emotional disorders.

PSYC B312 - ABNORMAL BEHAVIOR IN CHILDREN (3).

(Prerequisite: PSYC B311 or consent of instructor) Theories, description and assessment of child behavior problems and disorders; methods of intervention.

PSYC B321 - LIFE SPAN DEVELOPMENTAL PSYCHOLOGY (3).

(Prerequisite: PSYC B101) Psychological development from conception to late adulthood. Topics include physical, cognitive and social processes associated with development at each stage of the life cycle.

PSYC B322 - PSYCHOLOGY OF CHILD DEVELOPMENT (3).

(Prerequisite: PSYC B101) Examination of development from conception through older childhood. Specific cognitive and social processes will be given in-depth study.

PSYC B324 - PSYCHOLOGY OF ADOLESCENCE (3).

(Prerequisite: PSYC B101) Theories and research examining social, emotional and intellectual development in adolescence. Explores influence of family, peer, school and cultural contexts.

PSYC B326 - PSYCHOLOGY OF EARLY AND MIDDLE ADULTHOOD (3).

(Prerequisite: PSYC B101) Developmental changes in abilities, personality and behavior which occur between adolescence and old age.

PSYC B328 - PSYCHOLOGY OF AGING (3).

(Prerequisite: PSYC B101) Psychological, social and biological phenomena associated with maturity and aging.

PSYC B331 - SOCIAL PSYCHOLOGY (3).

(Prerequisite: PSYC B101) 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.

PSYC B341 - PERSONALITY THEORY (3).

(Prerequisite: PSYC B101) Covers the major theories and research on personality and the dynamics of human motivation.

PSYC B361 - BIOLOGICAL PSYCHOLOGY (3).

(Prerequisite: PSYC B101) The neurochemical and neuroanatomical bases of behavior ranging from the reflex to schizophrenia.

PSYC B399 - INDEPENDENT STUDY (1-6). ^

(Prerequisite: Contract approval is required, and PSYC B101 and consent of instructor) Closely supervised project or research experience in psychology. May be repeated for up to six credit hours. Not for psychology major credit.

PSYC B401 - COGNITIVE PSYCHOLOGY (3).

(Prerequisite: PSYC B302) 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.

PSYC B406 - HISTORY AND SYSTEMS OF PSYCHOLOGY (3).

(Prerequisite: 9 hours in psychology at 300 level or above) Systematic approaches to psychology and the history of psychology.

PSYC B409 – POSITIVE PSYCHOLOGY (3).

(Prerequisite: PSYC B101 and Junior or Senior standing) Research and theories on psychological well-being and happiness. Topics include subjective well-being, positive affect and emotions, flow, resilience, correlates of happiness, self-regulation, virtues and character, interpersonal relationships, and mindfulness.

PSYC B411 - INTRODUCTION TO CLINICAL PSYCHOLOGY (3).

(Prerequisite: PSYC B311 and B341 or consent of instructor) An introduction to the science and practice of clinical psychology. Application of psychological principles to the assessment and treatment of mental disorders and behavioral problems in human beings.

PSYC B415 - COMMUNITY PSYCHOLOGY (3).

(Prerequisite: BPSY 101 and Junior or Senior standing) Application of knowledge from other areas of psychology to the study of the role of the individual in the community.

PSYC B418 - PSYCHOLOGY OF DRUG USE AND EFFECTS (3).

(Prerequisite: consent of instructor) Research and theoretical considerations of substance abuse. Pharmacological, sociological, psychological, medical, economic, forensic and other relevant research and treatment disciplines.

PSYC B441 - PSYCHOLOGICAL TESTS AND MEASUREMENT (3).

(Prerequisite: STAT B201 and PSYC B201 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.

PSYC B451 - SENSATION AND PERCEPTION (3).

(Prerequisite: PSYC B101) Processing of information from the environment. Physiological, physical, psychological and contextual determinants of perception.

PSYC B465 – HEALTH PSYCHOLOGY (3). ^

(Prerequisite: PSYC B101) An introduction to the interdisciplinary subfield of psychology dedicated to promoting and maintaining health and preventing and treating illness.

PSYC B490- SELECTED TOPICS IN PSYCHOLOGY (3).

Course content varies and will be announced in the schedule of classes by topic title.

PSYC B495 – INTERNSHIP IN PSYCHOLOGY I (3). ^

(Prerequisite: Psychology Majors only, 15 hours of psychology, consent of instructor) Provides experience in a professional setting to facilitate integration of academic knowledge with real world. Minimum requirement of 150 service hours.

PSYC B496 - INTERNSHIP IN PSYCHOLOGY II (3-6). ^

(Prerequisite: Psychology Majors only, PSYC B495, and consent of instructor) Provides experience in a professional setting to facilitate integration of academic knowledge with real world. Required service hours: 150 - 300 (depending on credit hours).

PSYC B498 - ADVANCED INDEPENDENT STUDY (1-6).^

(Prerequisite: 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.

PSYC B499 - INDIVIDUAL RESEARCH (3). ^

(Prerequisite: 15 hours of psychology and consent of instructor) Planning and execution of supervised research in psychology. Approved contract required.

RELG - Religious Studies

RELG B110 - INTRODUCTION TO RELIGIOUS STUDIES (3).

An introduction to the methods of religious inquiry and to the beliefs and practices of major religious traditions.

RELG B111 - BIBLICAL HISTORY AND LITERATURE (3).

A brief introduction to contemporary study of the Bible, its historical background, writing and transmission, its principal persons, events and ideas and their significance for the present time.

RELG B114 - 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.

RELG B203 - COMPARATIVE RELIGION (3).

The religious experience of varied persons and groups, East and West, in traditional and contemporary settings. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

RELG B360 - ANTHROPOLOGY OF MAGIC AND RELIGION (3).

{§ANTH B352} A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth and possession.

SOCY - Sociology

SOCY B101 - INTRODUCTORY SOCIOLOGY (3).

An introduction to sociological facts and principles: an analysis of group-making processes and products.

SOCY B300 - SOCIAL STRUCTURES (3).

(Prerequisite: STAT B201) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to social structures.

SOCY B301 – INTRODUCTION TO GENDER STUDIES (3).

(Prerequisite: SOCY B101 or PSYC B101 or permission of instructor) Theories, methods and substantive issues in the study of gender and sexuality, grounded in the social sciences and humanities, using an interdisciplinary approach.

SOCY B303 – PRINCIPLES OF GERONTOLOGY (3).

{§HMSV B303 & PSYC B303} An exploration of the interdisciplinary field of gerontology, including the fundamental concepts, theories, and issues involved in the study of aging from diverse perspectives.

SOCY B305 - SOCIOLOGY OF THE FAMILY (3).

Sociological perspectives related to various aspects of family behaviors, roles and values.

SOCY B307 - SOCIOLOGY OF RELIGION (3).

Sociological perspectives related to selected aspects of religious behavior. Includes references to non-Western religions.

SOCY B308 - 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.

SOCY B309 – INTRODUCTION TO SOCIAL INEQUALITY (3).

This course applies a sociological framework to understand social stratification and inequality. Students will learn major sociology paradigms or meta-theories of the relationship of society to the individual and will apply them in the empirical analysis of social inequality.

SOCY B310 - SOCIAL DEMOGRAPHY (3).

(Prerequisite: STAT B201) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to population.

SOCY B311 - ECOLOGY OF HUMAN SOCIAL SYSTEMS (3).

Relationships among and changes in populations, social organization, technology and the environment.

SOCY B313 - 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.

SOCY B314 – APPLIED SOCIOLOGY (3).

(Prerequisite: SOCY B101 or consent of instructor) Introduces students to the uses of sociological concepts, skills and tools to actively analyze and engage problems facing a variety of clients and organizations including business, government, religion and other community agencies and groups. Emphasizes case studies and hands-on experience to identify, investigate and actively seek solutions to issues of structure, process and social change.

SOCY B315 - 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. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

SOCY B320 - INDIVIDUAL AND SOCIETY (3).

Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to the relations between the individual and society.

SOCY B323 - SOCIOLOGY OF DEVIANT BEHAVIOR (3).

Theories, methodology and substantive issues in the study of social deviance.

SOCY B325 - SOCIOLOGY OF CHILDHOOD (3).

A consideration of the child in the family group, play group, school group and community.

SOCY B326 - SOCIOLOGY OF ADOLESCENCE (3).

Sociological perspectives and research findings related to adolescence.

SOCY B340 - 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.

SOCY B341 - SOCIOLOGY OF DEATH AND DYING (3).

The social and psychological processes of dying; community reactions to death; social institutions for resolving death problems.

SOCY B350 - SOCIOLOGY OF DELINQUENT YOUTH BEHAVIOR (3).

Social factors in the development, identification and treatment of delinquents.

SOCY B351 - 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.

SOCY B352 - THE SOCIOLOGY OF LITERATURE (3).

(Prerequisite: SOCY B101) Social factors in the production and reception of literature. Theories, methods and substantive issues in a sociological approach to literature.

SOCY B353 - SOCIOLOGY OF CRIME (3).

Social factors in the development, identification and treatment of criminals.

SOCY B354 - COLLECTIVE BEHAVIOR (3).

An analysis of crowds, publics, social movements and the mass society in terms of their institutional and social psychological consequences.

SOCY B355 - 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.

SOCY B356 - SOCIOLOGY OF THE BODY (3).

(Prerequisite: SOCY B101) Interdisciplinary exploration of the body as a social construction, a site of contested terrain acted on by others and by the self, and a location of struggle, pleasure, loss, politics.

SOCY B357 - SOCIOLOGY OF EDUCATION (3).

{§EDFO B357} Analysis of educational institutions, organizations, processes and their effects in contemporary society.

SOCY B360 - SOCIOLOGY OF MEDICINE AND HEALTH (3).

Social factors in health, illness and medicine in contemporary society.

SOCY B362 - SOCIOLOGY OF DISABILITY (3).

A social perspective is employed to analyze social disability. Several theoretical concepts provide students with the ability to understand social disability from a unique angle.

SOCY B370 - SOCIOLOGY OF SPORT (3).

Theories, methods and substantive issues in the study of sport in contemporary societies.

SOCY B398 - TOPICS IN SOCIOLOGY (3).

Reading and research on selected sociological topics. Course content varies and will be announced in the schedule of classes by topic title.

SOCY B399 - INDEPENDENT STUDY (3-6). ^

(Prerequisite: Contract approval is required).

SOCY B460 - SOCIOLOGY OF MENTAL HEALTH (3).

Social factors in the development, identification and treatment of mental illness.

SOCY B495 - INTERNSHIP IN SOCIOLOGY (3).

(Prerequisite: Sociology Majors only, 15 hours of sociology, consent of instructor) Provides experience in a professional setting to facilitate integration of academic knowledge with real world experience. Requires at least 150 hours of service, online reflections and a final paper that demonstrates the ability to apply theories, concepts and principles of practice.

SOCY B496 - SOCIOLOGICAL THEORY (3).

(Prerequisite: SOCY B101 and Junior or Senior standing, or consent of instructor.) Theoretical perspectives on society and social behavior.

SOCY B497 - SOCIOLOGICAL RESEARCH METHODS (4).

(Prerequisite: STAT B201) 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.

SOCY B498 - RESEARCH SEMINAR (3). ^

(Prerequisite: SOCY B496 and B497; Senior standing and consent of instructor) Utilization of theoretical, methodological and substantive knowledge in design and execution of a sociological study.

SPAN – Spanish Language and Literature

SPAN B101 - BEGINNING SPANISH I (3).

(Admission is restricted to those who have never studied Spanish previously or who have placed by examination into 101) Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

SPAN B102 - BEGINNING SPANISH II (3).

(Prerequisite: SPAN B101 or by placement) Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

SPAN B201 - READING AND WRITTEN EXPRESSION (3).

(Prerequisite: SPAN B102, by placement exam or consent of instructor) Readings in Spanish; grammar, writing, speaking, listening, and composition at the intermediate level.

SPAN B202 - ORAL COMMUNICATION (3).

(Prerequisite: SPAN B201, score on placement exam or consent of instructor) Practice in conversation involving authentic materials; vocabulary building at the intermediate level.

SPAN B301 - ADVANCED CONVERSATION AND GRAMMAR (3).

(Prerequisite: Grade of 'C' or better in SPAN B202 by Phase II placement exam, or consent of instructor. Department consent required for transfer students.) Advanced practice of speaking and listening in Spanish with an intensive review of Spanish grammar.

SPAN B302 - ADVANCED COMPOSITION AND GRAMMAR (3).

(Prerequisite: Grade of 'C' or better in SPAN B202 by Phase II placement exam, or consent of instructor. Department consent required for transfer students.) Advanced practice of reading and writing in Spanish with an intensive review of Spanish grammar.

SPAN B312 - INTRODUCTION TO READING HISPANIC LITERARY TEXTS (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B301 or SPAN B302 or consent of instructor. Department consent required for transfer students.) Approaches to reading literary texts through carefully selected readings from different genres. Taught in Spanish.

SPAN B316 - BUSINESS SPANISH (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B301 or SPAN B302, or consent of instructor. Department consent required for transfer students.) Commercial organizations and business in Spanish-speaking countries, business correspondence, terminology and techniques in commercial transactions. Taught in Spanish.

SPAN B350 - SPANISH LANGUAGE STUDY ABROAD (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B202, or consent of instructor. Department consent 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.

SPAN B375 - TOPICS IN HISPANIC CULTURES AND LITERATURES (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B202 or consent of instructor. Department consent required for transfer students.) Course content varies and will be announced in the schedule of classes by topic title. May be repeated once for credit. Taught in Spanish.

SPAN B380 - HISPANIC FILM AND CULTURE (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B301, or consent of instructor. Department consent required for transfer students.) Interpretation of contemporary Hispanic culture through selected Spanish or Spanish-American films. A: Spanish film; B: Spanish-American film. Taught in Spanish. (Satisfies USCB General Education Global Citizenship and Multicultural Understanding Requirement).

SPAN B398 - SELECTED TOPICS (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B202, or consent of instructor. Department consent required for transfer students.) Intensive study of selected topics of the Hispanic world. May be repeated for credit under different topic title. Taught in English.

SPAN B399 - INDEPENDENT STUDY (3-6). ^

(Prerequisite: Contract approval is required, and Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B202, or consent of instructor.

SPAN B400 - SPANISH CIVILIZATION I (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B202, or consent of instructor.) Lectures, readings and visuals on Spanish civilization and its cultural heritage from the Middle Ages to 1700. Taught in Spanish.

SPAN B401 - SPANISH AMERICAN CIVILIZATION I (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B202, or consent of instructor.) Lectures, readings and visuals on Spanish American civilization and its cultural heritage from the Pre-Columbian Era to Independence. Taught in Spanish.

SPAN B402 - SPANISH CIVILIZATION II (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B202, or consent of instructor.) Lectures, readings and visuals on Spanish civilization and its cultural heritage from the 18th century to the present day. Taught in Spanish.

SPAN B403 - SPANISH AMERICAN CIVILIZATION II (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in SPAN B202, or consent of instructor.) Lectures, readings and visuals on Spanish American civilization and its cultural heritage from Independence to the present day. Taught in Spanish.

SPAN B404 - LITERARY TENDENCIES AND MASTERPIECES OF SPAIN I (3).

(Prerequisite: SPAN B312 or consent of instructor) A survey of the masterworks and literary tendencies of Spain from the Middle Ages to the 17th century. Taught in Spanish.

SPAN B405 - LITERARY TENDENCIES AND MASTERPIECES OF SPANISH AMERICA I (3).

(Prerequisite: SPAN B312 or consent of instructor) A survey of the masterworks and literary tendencies of Spanish America from the Pre-Columbian Era to Independence. Taught in Spanish.

SPAN B406 - LITERARY TENDENCIES AND MASTERPIECES OF SPAIN II (3).

(Prerequisite: SPAN B312 or consent of instructor) A survey of the masterworks and literary tendencies of Spain from the 18th century to present day. Taught in Spanish.

SPAN B407 - LITERARY TENDENCIES AND MASTERPIECES OF SPANISH AMERICA II (3).

(Prerequisite: SPAN B312 or consent of instructor) A survey of the masterworks and literary tendencies of Spanish America from Independence to present day. Taught in Spanish.

SPAN B417 - ADVANCED SPANISH FOR BUSINESS AND THE PROFESSIONS (3).

(Prerequisite: SPAN B316 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. Taught in Spanish.

SPAN B499 - SENIOR SEMINAR (3).

(Prerequisite: Placement at 300 level on Phase II placement exam, grade of 'C' or better in at least one cultural history course (SPAN B400, B401, B402 or B403) and in at least one literature course (SPAN B404, B405, B406, or B407), or consent of instructor) A special seminar devoted to the in-depth study of selected topics in Hispanic literature, culture, or language. Required for the intensive major in Spanish. Taught in Spanish.

STAT - Statistics

STAT B110 - 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.

STAT B201 - ELEMENTARY STATISTICS I (3).

(Prerequisite: MATH B101 or higher or consent of instructor) An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, normal distributions, random sampling, statistical studies and ethics, probability, confidence intervals, tests of hypothesis, simple linear regression and correlation.

STAT B202 - ELEMENTARY STATISTICS LABORATORY (1).

(Prerequisite: or Co-requisite: STAT B201) Experiments which illustrate important concepts of elementary statistics. Two laboratory hours per week.

STAT B210 - ELEMENTARY STATISTICS II (1).

(Prerequisite: STAT B201 or consent of instructor) A second course in statistics for students requiring knowledge of advanced procedures for descriptive and inferential statistics. Topics include assessing normality, modeling nonlinear data, conditions and assumptions for inference, and application of multiple inference techniques. Other topics chosen from: statistical quality control, random variables, binomial and geometric distributions, sampling and simulation, and non-parametric tests.

STAT B340 – INTRODUCTION TO PROBABILITY AND STATISTICS (3).

(Prerequisite: MATH B240 or consent.) Set theory; distributions of both discrete and continuous random variables; moments (including moment generating and characteristic functions); limit theorems; multivariate distributions including marginal and conditional distributions; confidence intervals and hypothesis tests.

THEA - Theatre

THEA B170 - FUNDAMENTALS OF ACTING (3).

The techniques of body and voice control; improvisations; interpretation of characters: characterization applied in scenes. Appropriate for students from any discipline.

THEA B200 - UNDERSTANDING AND APPRECIATION OF THEATRE (3).

An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required. Appropriate for students from any discipline.

THEA B201 - DRAMATURGY (3).

(Prerequisite: ENGL B101 and B102, or equivalent) In this course, students will apply research and analysis skills to dramatic texts with an eye toward serving theatrical productions.

THEA B220 - THEATRE LABORATORY (1).

(Prerequisite: Instructor consent) Supervised participation in theatre production. No formal class meetings. May be repeated for up to 8 credits.

THEA B301 – THEATER HISTORY I (3).

{§ ENGL B301} (Prerequisite: ENGL B101 and B102, or equivalent). A study of the development of Western theatrical texts and practices including playwriting, acting, and design from ancient Greece to 1800.

THEA B302 – THEATER HISTORY II (3)

{§ ENGL B302} (Prerequisite: ENGL B101 and B102, or equivalent). A study of the development of Western theatrical texts and practices including playwriting, acting, directing, and design from 1800 to the present.

THEA B303 – ASIAN THEATERS (3)

(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher) A survey of the theatrical genres and practices of Japan, China, Indonesia, and India.

THEA B310 – READING AND PERFORMING SHAKESPEARE (3)

(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher). A course about how people read and perform Shakespeare in which students read and perform Shakespeare.

THEA B322 – PLAYWRITING (3).

{§ ENGL B322} (Prerequisite: Junior level or consent of instructor) A workshop approach to playwriting that culminates in each student creating a production-ready one-act play.

THEA B333 – DIRECTING (3)

(Prerequisite: THEA B170). An introduction to the history, principles, and practices of the art of stage direction including the selection, casting, and rehearsing of scenes to be presented in class.

THEA B340 - ORAL INTERPRETATION OF LITERATURE (3).

{§COMM B340} 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.

THEA B370 – INTERMEDIATE ACTING (3).

(Prerequisite: THEA B170) A continuation of THEA B170.

THEA B399 - INDEPENDENT STUDY (3-6). ^

(Prerequisite: Contract approval is required, and Junior or Senior standing, and cumulative grade point average of 2.50 or higher)

THEA B410 – INTRODUCTION TO PERFORMANCE STUDIES (3).

(Prerequisite: Junior standing or consent of instructor) An introduction to the field of performance studies including a history of the field, theories of performance and a broad look at the different behaviors and cultural artifacts performance studies scholars examine.

THEA B430 – PERFORMING SHAKESPEARE (3).

(Prerequisite: THEA B170) This class helps students develop a mastery of methods that enable one to perform the works of Shakespeare with confidence and competence.

THEA B466 – THEATER INTERNSHIP (1-6). ^

(Prerequisite: Consent of instructor) This course provides a structured but flexible opportunity for students to earn course credit for an internship with a professional, community, or educational theater organization outside the university.

THEA B472 - CINEMA (3).

{§ENGL 472} (Prerequisite: ENGL B101 and ENGL B102) An investigation into the aesthetics of cinema. This course will also focus on the major genres.

THEA B472L - CINEMA LABORATORY (0).

{§ENGL B472L} Required viewing for THEA B472.

THEA B481 - HISTORY OF CINEMA (3).

Survey of the international cinema from 1945 to the present.

UNIV - University

UNIV B101 - 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.

UNIV B150 - EXPLORATION OF NURSING AND HEALTH PROFESSIONS (1).

(Prerequisite: Placement into MATH B111E and ENGL B101L) An exploration of health professions as a major and career, including the academic and vocational requirements as well as alternative majors in the health professions and other fields. This course will include exploration of majors, self-assessment, occupational information, and values clarification.

UNIV B250 – CAREER AND LIFE PLANNING (1).

This course will aid in development of career and life-planning skills through exposure to self-assessment, occupational information, job search techniques, professional literature, experiential education, values clarification, and career ladder strategies.

UNIV B491 - LEADERSHIP IN PRACTICE (1). ^

(Prerequisite: By invitation only, following competitive application process) This course explores the practice of leadership and engages outstanding students in an active dialogue about the challenges of being a leader within the university context and beyond.

UNIVERSITY OFFICIALS

Chancellor of the University

Al M. Panu, Ph.D., University of Alabama Birmingham

Beaufort-Jasper Higher Education Commission

H. Tim Pearce, M.D., Chair

Jane S. Kiser, Secretary

Jan Baxter

John E. McKenzie Jr.

Vernita F. Dore

Lawrence S. Rowland, Ph.D.

J. Simon Fraser, Esq.

Al M. Panu, Ph.D., Ex Officio

B. Earle Holley, Treasurer

Senior Administrative Staff

Provost, Eric Skipper, Ph.D., Florida State University

Vice Chancellor for Development, Anna Ponder, Ph.D., Yale University

Vice Chancellor for Enrollment Management, W. Mack Palmour, M.A., Northwestern State University

Vice Chancellor for Finance and Operations, B. Earle Holley, M.Acc., University of South Carolina

Vice Chancellor for Student Development, Douglas A. Oblander, Ed.D., Indiana University

Director of Athletics, Quin Monahan, M.A., Asbury Theological Seminary

Chief Information Officer, Eddie King, M.S., University of South Carolina

University of South Carolina Officials

Board of Trustees

Henry McMaster Governor of South Carolina, Ex Officio Chairman

John C. von Lehe, Jr., 9th Judicial Circuit, Chairman

Hubert F. "Hugh" Mobley, 6th Judicial Circuit, Vice Chairman

Chuck Allen, 10th Judicial Circuit

J. Egerton Burroughs, 15th Judicial Circuit

Mark W. Buyck, Jr., Gubernatorial Designee

Thomas C. Cofield, Gubernatorial Appointee

A.C. "Bubba" Fennell III, 8th Judicial Circuit

C. Edward Floyd, M.D., 12th Judicial Circuit

William C. Hubbard, 5th Judicial Circuit

Toney J. Lister, 7th Judicial Circuit

Miles Loadholt, 2nd Judicial Circuit, Chairman Emeritus

Leah B. Moody, 16th Judicial Circuit

Rose Buyck Newton, 14th Judicial Circuit

Tommy Preston, President, USC Alumni Association

C. Dorn Smith, III, 3rd Judicial Circuit

Molly M. Spearman, State Superintendent of Education

Eugene P. Warr, Jr., 4th Judicial Circuit, Chairman Emeritus

Thad H. Westbrook, 11th Judicial Circuit

Mack I. Whittle, Jr., 13th Judicial Circuit, Chairman Emeritus

Charles H. Williams, 1st Judicial Circuit

J. Cantey Heath Jr., Secretary of the Board

President of the University

Harris Pastides, Ph.D.

UNIVERSITY FACULTY

Department of Business Administration

- Beasley, Fred, Professor, Marketing Business Administration, Ph.D., University of Maryland
- Bowen, John R. C., Adjunct, J.D., University of South Carolina
- Bowers, William, Visiting Professor, Business Administration, Ph.D., University of South Carolina
- Carberry, Patrick, Adjunct, Business Administration, M.B.A., Pace University
- Catma, Serkan, Associate Professor, Economics, Ph.D., West Virginia University
- Crews, Virginia, Instructor, Accounting, M.B.A., The Citadel
- Dennis, Bryan, Associate Professor, Business Management, Ph.D., University of Georgia
- Lambert, Jane, Instructor, Accounting Business Administration, M.S, Indiana University
- Smith, George, Associate Professor, Business Management, Ph.D., SUNY at Albany
- Stuart, Aurel, Adjunct, Human Resource Management, M.S., Troy State University
- Swift, Peter, Instructor, Business Administration, D.P.S., Pace University

Department of Computer Science

- Canada, Brian, Associate Professor, Computer Science, Ph.D., Pennsylvania State University
- Erdei, Ronald, Assistant Professor, Ph.D., Purdue University
- Ji, Yiming, Professor, Computer Science, Ph.D., Auburn University
- Liang, Xuwei, Associate Professor, Computer Science, Ph.D., University of Kentucky
- Zhang, Xiaomei, Assistant Professor, Computer Science, Pennsylvania State University

Department of Education

- Brinkerhoff, Elizabeth L., Assistant Professor, Educational Psychology, Ph.D., Florida State University
- Ferguson, Christine J., CAEP Accreditation Coordinator, Early Childhood Education, Ph.D., University of South Carolina
- Johnson, Elizabeth L., Assistant Professor, Elementary Education, Ph.D., University of South Carolina
- Marlowe, Bruce A., Professor, Educational Psychology, Ph.D., Catholic University
- Rizzi, Maryanne, Instructor, Field and Clinical Practice Coordinator, Curriculum and Instruction, M.Ed., Kent State University
- Tompkins, Renarta H., Associate Professor, Educational Studies, Ph.D., Emory University

Department of English, Theater, and Interdisciplinary Studies

- Barnes, Mollie, Assistant Professor, English, Ph.D., University of Georgia
- Bowen, J.C., Adjunct, English, M.A. and J.D., University of South Carolina
- Collins, Leslie, English, M.F.A., Georgia State University
- Hoffer, Lauren, Associate Professor, English, Ph.D., Vanderbilt University
- Kilgore, Robert, Associate Professor, English, Ph.D., University of South Carolina
- Leaphart, Amy E., Instructor, English, M.A., University of South Carolina; M.S., The Citadel
- Malphrus, Ellen, Professor, English, Ph.D., M.F.A., University of South Carolina
- McCoy, Erin R., Assistant Professor, English, Interdisciplinary Studies Coordinator, Ph.D., University of Louisville
- McQuillen, Jeffrey, Instructor, English, M.A., Clemson University
- Pate, George, Assistant Professor, English and Theatre, Ph.D., University of Georgia
- Ricardo, Elizabeth, Assistant Professor, Theater, M.F.A., University of Georgia
- Swofford, Sarah, Assistant Professor, English, Ph.D., University of Michigan

Department of Hospitality Management

- Barth, Sean, Associate Professor, Hospitality Administration, Ph.D., Texas Tech University
- Bowers, William, Visiting Professor, Ph.D., University of South Carolina
- Calvert, Charles, Professor, Higher Education Administration, Ed.D., North Carolina State University; Hotel Administration, M.S.H.A, University of Nevada Las Vegas
- Chiacchiero, John, Adjunct, Business Administration, M.B.A., Miami University
- Hammonds, Laurie, Adjunct, Hotel, Restaurant, Tourism Management, M.S.H.R.T.M., University of South Carolina
- Hritz, Nancy, Associate Professor, Ph.D., Indiana University
- Kramer, Maria, Adjunct, M.T.A., George Washington University
- McCombs, Kelly, M.S. Nutrition, Ohio State University
- Olivetti, Keri, Instructor, Law, J.D., Business Administration, M.B.A., University of Tulsa
- Salazar, John, Professor, Nutrition and Food Science, Ph.D., Auburn University

Department of Humanities

- Bessent, Laura, Adjunct, Education, M. Ed., University of South Carolina
- Blawat, Candice, Adjunct, Education, M.A., Ball State University
- Coccia, Joseph, Adjunct, History, M.A., Wayland Baptist University
- Cudahy, Brian, Adjunct, Philosophy, Ph.D., St. Bonaventure University, NY
- Dakolios, Tara, Adjunct, Education, M. Ed., University of Virginia
- Flowers, Geni, Adjunct, Librarian, M.L.I.S., University of South Carolina
- Griesse, James, Associate Professor, Romance Languages and Literature (Spanish), Ph.D., Catholic University of America
- James, Timothy, Associate Professor, History, Ph.D., University of Chicago
- Johnson, Joleesa, Adjunct, Education, M.Ed., Columbia College
- Landrum, Robert, Professor, History, Ph.D., University of Wisconsin – Madison
- Lewis-Kratky, Rena, Instructor, Spanish, M.Ed., College of Charleston
- Logue, Lindsey, Adjunct, Education, M.S., Radford University
- Marzec, Agata, Adjunct, Education, John Paul II Catholic University of Lublin, Poland
- Mathe, Alison, Adjunct, Education, M. Ed., Bowling Green State University
- McCallister, Stephanie, Adjunct, History, M.A., Kansas State University
- Morris, Brent, Associate Professor, History, Ph.D., Cornell University
- Nelson, Benjamin, Associate Professor, Romance Languages and Literature (Spanish), Ph.D., University of Chicago
- Pawelek, Lukasz, Assistant Professor, Spanish, Ph.D., Wayne State University
- Skees, Murray, Assistant Professor, Philosophy, Ph.D., University of Kentucky
- Skipper, Eric, Professor, Spanish, Ph.D., Florida State University
- Sutton, Gary, Adjunct, Education, M.Ed., Columbia College
- Trask, Mary, Adjunct, History, M.A., New York University
- Varner, Victor M., Adjunct, Music Education, M.M.E., Winthrop University
- Villena-Alvarez, Juanita, Professor, Romance Languages and Literature (French), Ph.D., University of Cincinnati
- Yeager, Deonne, Adjunct, Education, M.Ed., Clemson University
- Wise, Stephen, Adjunct, History, Ph.D., University of South Carolina

Department of Mathematics

- Brame, Benjamin, Instructor, Mathematics, M.A., East Carolina University
- Carrington, Mathew, Instructor, Mathematics, M.A., University of Houston
- Deb Roy, Swati, Associate Professor, Mathematics, University of Florida
- Fusi, Davide, Assistant Professor, Mathematics, University of Utah
- Ferguson, Ashley, Instructor, Mathematics, M.S., Florida Institute of Technology
- Hogenboom, Timothy, Instructor, Statistics, M.A., Binghamton University
- Iwasa, Akira, Associate Professor, Mathematics, Ph.D., University of South Carolina

- Pawelek, Kasia, Associate Professor, Mathematics, Ph.D., Oakland University
- Sanders, Manuel, Professor, Mathematics, Ph.D., University of Tennessee
- Sevim, Volkan, Assistant Professor, Curriculum and Instruction, Ph.D., University of North Carolina at Charlotte
- Williams, Morgin, Instructor, Ph.D., Georgia State University

Department of Nursing and Health Professions

- Alvarez, Beda E. Jr., M.D., Adjunct, Cebu Doctors' College of Medicine
- Butler, Chesanny, Ph.D., RN, CNE, Assistant Professor, Oakland University
- Dudas, Kimberly, Ph.D., RN-BC, CNE, Associate Professor, Nova Southeastern University
- Hutchison, Lynne, DNP, RN, FNP-BC, Wilkes University
- Lotz, Diana L. MSN, RN, ONC, Adjunct, Nursing, Drexel University
- Mayer, Alyssa, Ph.D., Assistant Professor, University of South Florida
- Phillips, Pamela, Assistant Professor, Nursing, Ph.D., RN, University of South Carolina
- Reindl, Diana M., Assistant Professor, Health Promotion, Ph.D., CHES, University of Toledo
- Robertson, Alyssa, MSN, RN, CEN, CNE, Adjunct, Drexel University
- Serieux, Elizabeth, Ph.D., Assistant Professor, University of Georgia
- Shaffer, Judith M., MSN, RN, Kaplan University Iowa
- Summa, Carolina, MSN, RN, Adjunct, Grand Canyon University
- Vane, Shannon, MSN, RN, CPN, CSRN, Adjunct, Sacred Heart University
- Warren, Alan, Adjunct, Toxicology, M.P.H., Ph.D., University of Georgia
- Wheeler, Jana, MSN, APRN, Assistant Professor, Yale University
- Williams, Susan C., Associate Professor, Nursing, Ph.D., RN, University of South Carolina

Department of Natural Sciences

- Alvarez, Beda, Jr., Instructor, M.D., Cebu Doctors' College of Medicine
- Borgianini, Stephen, Associate Professor, Ph.D., Biology, University of South Carolina
- Canada, Brian, Associate Professor, Ph.D., Biosciences-Bioinformatics, Penn State University
- Chojnowski, Jena, Assistant Professor, Ph.D., Biology, University of Florida
- D'Antonio, Edward, Associate Professor, Ph.D., Chemistry, North Carolina State University
- D'Antonio, Jennifer, Instructor, Ph.D., Chemistry, North Carolina State University
- Ember, Leon, Adjunct, Ph.D., Marine Science, University of South Carolina
- Gibson, Ian, Instructor, M.S. Genetics, Baylor College of Medicine
- Love, Christopher, Adjunct, M.S., Biology, Western Carolina
- Keith, Charles, Professor emeritus, Ph.D., Biochemistry, University of Chicago
- Krebs, Sally, Adjunct, ABD, Biological Sciences, University of Rhode Island
- Madden, Kathryn, Instructor, M.S., Science Education, Montana State University
- Meriwether, Anna, Adjunct, M.S., Chemistry, University of North Carolina Wilmington
- Montie, Eric, Associate Professor, Ph.D., Biological Oceanography, Massachusetts Institute of Technology
- Panu, Al M., Professor and Chancellor, Ph.D., Chemistry, University of Georgia
- Ritchie, Kimberly, Associate Professor, Genetics, Ph.D., University of North Carolina
- Sears, Amy, Adjunct, Ph.D., Biology, University of Chicago
- Sproul, Gordon, Professor Emeritus, Ph.D., Inorganic Chemistry, University of Illinois
- Staton, Joseph, Professor, Ph.D., Environmental/Evolutionary Biology, University of Louisiana Lafayette
- Wallace, Debra, Assistant Professor, Ph.D., Physics and Astronomy, Georgia State University
- Weatherhead, Nora, Adjunct, , M.A., University of South Carolina
- Zientek, Patricia, Adjunct,, D.C., Logan College of Chiropractic

Department of Social Sciences

- Abraham, Anton, Dipl.-Soz., Dresden University of Technology
- Borders, III, Andrew J., M.A., Marshall University
- Borton, Brett, Assistant Professor, Mass Communications, Ph.D., University of South Carolina
- Cavanagh, Kimberly, Assistant Professor, Anthropology, Ph.D., University of South Carolina
- Cohan, Deborah, Associate Professor, Sociology, Ph.D., Brandeis University
- DeNeeve, Ian, Adjunct, Anthropology, M.A., University of Kentucky
- Fitzgerald, Carey, Associate Professor, Psychology, Ph.D., Central Michigan University
- Fletcher, Wesla, Instructor, Psychology, Ph.D., University of Tulsa
- Glasson, Claire, M.P.A., Arizona State University
- Glasson, James, Adjunct, Philosophy, M.A., University of Rhode Island
- Godowns, Katie, M.A., Liberty University
- Hampson, Courtney, Adjunct, Communications, M.A., Monmouth University
- Hunnicutt, Melodie, M.Ed., University of South Carolina
- King, Kimberly, Adjunct, Human Services, M.A., California State University, Sacramento
- Lahar, Cindy, Associate Professor, Psychology, Ph.D., Brandeis University
- Lamkin, Randy, Adjunct Associate Professor, Sociology, Ph.D., University of Connecticut
- Roberts, Summer, Assistant Professor, Sociology, Ph.D., Florida State University
- Mincey, Rhonda, M. Ed., Armstrong State University
- Morgan, Daniel, Adjunct, Agricultural Systems Technology and Education, M.S., Utah State University
- Nadeau, Angela, M.A., Lesley University
- Sawyer, Caroline, Assistant Professor, Communication and Information Studies, Ph.D., University of Memphis
- Spirrison, Charles, Adjunct Professor, Psychology, Ph.D., University of Southern Mississippi
- Teixeira, Ana, Ph.D., University of North Carolina Chapel Hill
- Thomas, Najmah, Assistant Professor, Public Policy and Administration, Ph.D., Virginia Commonwealth University
- Thompson, Jody, Assistant Professor, Psychology, Ph.D., Central Michigan University
- Violette, Jayne, Associate Professor, Communication and Information Studies, Ph.D., University of Kentucky
- Williams, Ellen, Adjunct, Psychology, Ph.D., University of Tennessee
- Wilson, Linda, Adjunct, Psychology, Ph.D., Boston College

Department of Visual Art & Design

- Angell, Joanna, Assistant Professor, M.F.A., University of Georgia
- Ciresi, Lisa Victoria, Associate Professor, Ph.D., Rutgers University
- Keats, Kim, Adjunct, M.F.A., Georgia Southern University
- Lovell, Laurie, Adjunct, M.F.A., Savannah College of Art & Design
- Penner, Chad, Adjunct, M.F.A., University of South Carolina
- Robinson, Christopher, M.F.A, Visiting Professor, University of Massachusetts

Library

- Alpern, Mary, Instructor Librarian, Ph.D., Cornell University, M.L.I.S., University of South Florida
- Dai, Jessica, Reference and Instruction Librarian, M.L.I.S., University of South Carolina
- Flowers, Geni, Assistant Library Director, M.L.I.S., University of South Carolina
- Hanes-Ramos, Melanie, Interim Library Director, M.L.I.S., University of South Carolina
- Holderfield, Ann, Reference and Instruction Librarian, M.L.I.S., University of South Carolina, M.A.Ed, University of Georgia
- Stutz, Dudley, Inter Library Loan and Serials Librarian, M.L.I.S., University of South Carolina, MA, University of Kansas