TABLE OF CONTENTS

University of South Carolina Beaufort
History 4
Mission Statement 7
University Goals 7
Accreditation 8

Admission
Freshman Admission 10
International Admission 11
Non-Degree Candidate Admission 13
Concurrent/Dual Enrollment 13
Non-Traditional Students (Adult Learners) 14
Provisional Admission 14
Admission of Students Suspended from Other Institutions 14
Readmission of Former Students 14
Senior Citizen Admission 15
Summer Admission 16
Transfer Admission 16
Additional Credit 20

Financial Aid/VA and Scholarships
Financial Aid Policies 29
Satisfactory Academic Progress (SAP) 30
Academic Scholarships 32
New Sources of State Summer Aid 35
Grants, Employment, & Loans 36
Return of Title IV Funds Policy 39
Entitlements 39

Tuition, Fees and Refunds
Fee Payment 44
Resident Status 44
Definitions of Terms 44
Citizens and Permanent Residents 45
Proof of Residency 48
Academic Fees, Fines, and Definitions 50
Withdrawal Refund Policies 51

Student Development
Vision, Mission, & Goals 54
Campus Housing 54
Codes of Conduct 54
Orientation 55
Student Life 56
Student Government Association 56
Student Clubs and Organizations 57
Student Grievance Policies and Procedures 57
Student Support Services 61

Student Awards and Recognition 62

University Affiliations 64

Publications 66

Safety
Reporting a Crime/Incident 67
Campus Facilities Policies 67
Fire Procedures 67
Emergency Procedures 67
Local Law Enforcement and Community Resource Contacts 67

Academic Regulations and Policies
Academic Assessment 68
Academic Probation and Suspension 70
Academic Forgiveness 71
Academic Honors 72
Changes in Registration 73
Degree Regulations 76
Final Examinations 77
Grading 79
Graduation 81
Notification of Student Rights under FERPA 83
Transcripts 84

Graduate Studies
Graduate Admission 85
Transfer Credit 86
Academic Probation and Suspension 86
Course Auditing 87
Grading 87
Academic Credit & Course Policies 88
Graduate Assistantships 89
Graduate Programs of Study

Department of Computer Science & Mathematics
Computational Science (MS) 91

Department of Education
Literacy (M.Ed) 94

Academic Support
Student Success Center 96
Shark's Cove Bookstore 97
Information Technology Services & Support 99
Libraries 100

Undergraduate Degree Programs

Advising Tracks 101
Certificate Programs 102
Cognates 103
Concentrations 103
Minors 103
Beaufort College Honors 107
General Education Requirements 108
Undergraduate Programs of Study

Department of Business, Hospitality & Communication Studies
- Business Administration (BS) 113
- Communication Studies (BA) 117
- Hospitality Management (BS) 120

Department of Computer Science & Mathematics
- Computational Science (BS) 125
- Information Science & Technology (BS) 128
- Mathematics (BS) 136

Department of Education
- Early Childhood Education (BA) 142
- Elementary Education (BA) 147

Department of English, the Arts, & Interdisciplinary Studies
- English (BA) 153
- English, with Secondary English Language Arts Licensure (BA) 157
- Interdisciplinary Studies (BA) 161
- Studio Art (BA) 164

Department of Humanities & Social Sciences
- History (BA) 168
- Psychology (BA) 171
- Sociology (BA) 174

Department of Natural Sciences
- Biology (BS) 178

Department of Nursing
- Nursing (BSN) 182

Department of Public Health & Human Services
- Human Services (BS) 189
- Public Health (BA & BS) 193

Military Student Services 199

Course Descriptions

ACCT 203
AFAM 203
ANTH 203
ARTE 204
ARTH 204
ARTS 204
ASTR 206
BADM 207
BIOL 207
CHEM 211
COMM 211
CSCI 213
ECON 217
EDCI 217
EDEC 218
EDEL 219
EDEX 219
EDFO 220
EDME 220
EDPH 220
EDPY 220
EDRD 220
EDRM 222
ENGL 222
ENTR 226
FREN 226
GEOG 227
GERM 227
GLST 227
HIST 227
HMSV 230
HRTM 231
IDST 233
ISAT 233
LANG 236
LING 236
MART 236
MATH 237
MGMT 239
MGSC 240
MKTG 240
MSCI 240
MUSC 241
NURS 241
PEDU 244
PHIL 245
PHYS 246
POLI 246
PSYC 247
PUBH 249
RELG 251
SOCY 252
SPAN 254
SPRT 255
STAT 256
THEA 256
UNIV 257

University Officials 259
University Faculty 260

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 traces its roots back to 1795 when the South Carolina General Assembly voted to provide for a college in Beaufort, the Beaufort College. Following a period of non-operation, that college became a two-year regional campus of the University of South Carolina system in 1959. However, it was clear that the people of the southern Lowcountry needed and deserved more. With no four-year baccalaureate degree-granting institution in Beaufort, Jasper, Hampton, or Colleton Counties, USCB won its hard-fought petition to become a full four-year comprehensive university in 2004. In 1959, the university enrolled 82 students. From 2005 to 2017, it was the eighth fastest-growing public university in the US according to *The Chronicle of Higher Education*. Today, USCB enrolls more than 2,000 students on three vibrant campuses: Bluffton, Beaufort, and Hilton Head Island.

USCB offers specialized instruction in the liberal arts, the sciences, and professional disciplines, including 54 areas of study within 20 bachelor's degree programs, two master's degree programs as well as robust lifelong learning opportunities through on-site, online, and hybrid modalities. In 2018, the Beaufort College Honors (BCH) program launched with cohorts in Nursing and Biology. In 2019, the M.S. in Computational Science launched. In 2020, the university initiated the M.Ed. in Literacy and expanded BCH with an Open Majors cohort. In Fall 2021, enrollment began for a new cybersecurity concentration within the Information Science and Technology program after winning a U.S. Department of Defense grant that names USCB as one of the collaborative partners for the new South Coast Cyber Center.

A hallmark of USCB's academic excellence is a focus on experiential learning. Students are expected to be valuable contributors to the success of the communities around them, and, collectively, they are an integral part of Lowcountry economic development. At its pre-COVID-19 peak, during the 2019-20 academic year, university-wide experiential learning and internship outreach logged more than 78,000 student-participation hours at a volunteer value to local communities of nearly $1.9 million Further, USCB's Center for Event Management and Hospitality Training (CEMHT) Festival Research Team conducts student-led survey research of visitors across the region to understand what discerning guests expect and value most when selecting vacation destinations. Surveys are collected routinely at festivals, events, and "hot spots" across the region, and the outcomes and analytics are shared with industry to provide a roadmap for continuing regional success.

In 1998, USCB assisted with the development of Island Ambassadors, a program for hospitality employees (many of whom are seasonal and not native to the region). The curriculum is designed to promote understanding of the Lowcountry's rich social and cultural history and attractions – a base of knowledge that equips ambassadors to be more effective at customer service. In 2012, USCB's Center for Event Management & Hospitality Training was established in partnership with the Town of Hilton Head Island, to administer the program, which has more than 3,000 graduates (since 2012) and has expanded, by invitation in 2019, to the Town of Bluffton.

USCB is a cultural hub for the southern Lowcountry, bringing together people from disparate backgrounds, both residents and tourists, for cultural and educational experiences from athletics and the arts to lifelong learning. USCB Sand Sharks compete in nine varsity sports – baseball, softball, soccer, golf, cross country, and indoor and outdoor track & field – with the rallying cry: "Fins Up!" In a 2021 joint press conference with the Peach Belt Conference, USCB announced its conference move – a step in the university's 2022 application for NCAA Division II membership. The Center for the Arts in Beaufort is a bedrock of cultural programming for adults and children, and USCB's Chamber Music Series, which celebrated 40 years of excellence in 2020, enjoys a robust patronage. The university's communications studies faculty and students co-produce *By The River*, an

in-depth interview program featuring Lowcountry authors and poets, which began airing regularly on SCETV in 2018. The program has won numerous awards and has been elevated to a nationally televised program on PBS for its 2022-23 season. USCB is home to an official Osher Lifelong Learning Institute (OLLI), which occupies dedicated spaces on all three campuses for its nearly 1,800 members, who are a testament to USCB's priority on inter-generational interaction as a driver for greater understanding, empathy, and, therefore, greater lifetime success.

The Institute for the Study of the Reconstruction Era (ISRE) held several events during the academic year 2022/2023. Two major events were organized by ISRE, one in April and a second one in June. A symposium, "Breathing Democracy into Spaces: 1st South Carolina Volunteers of African Descent" was a two-day presentation and discussion event with findings of research from Beaufort area middle and high school, USCB undergraduates, USC Columbia graduate and undergraduate students. AMIkids researched and developed individual art renderings of the 1st South. Collectively, their art creation told the story of the 1st from an artistic perspective and was exhibited for a month at the Center for the Arts. In addition, professors from USCB, USC Columbia, and UGA as well as a renowned storyteller, and senior pastor presented research findings. The Symposium was made possible by a grant from the McCausland Fund as well as financial support from Dick and Sharon Stewart. In the fall and spring, Reconstruction discussions, free and open to the public, were held at two historic African American community buildings, Tabernacle Baptist Church (1863) and the GAR Hall (1868). A third discussion was held at the Second Founding of America Learning Center. South Carolina Council for African American Studies (SCAAS) and ISRE partnered for the second major event. A competitive grant from the South Carolina Department of Education allowed for a one-week summer institute for 18 South Carolina school teachers to use the history of the Beaufort area from 1861 to 1900 to build inquiry- based units. With the generous support of the Reconstruction Era National Historical Park staff, teachers spent each afternoon on field trips viewing and discussing historical sites. Their lesson plans provide teachers statewide and national support for the teaching of Beaufort's unique role in the Reconstruction Era.

USCB's dedication to regional growth and development is matched by its commitment to cultivating global perspectives for campus communities. Most USCB students are from South Carolina, yet their USCB experiences go the distance. In 2023, USCB won the prestigious American Association of State Colleges and Universities (AASCU) Excellence and innovation Award on International Education. USCB is recognized as a Top Producer of Fulbright Scholars, ranking 13th among all baccalaureate degree-granting colleges and universities in the United States in academic year 2019-20. In 2020-21, USCB increased its Fulbright success with its first student Fulbright as well as additional faculty and administrator selections. In 2021-22, USCB was one of only six institutions in the country selected for the French Embassy's prestigious 2021 Transatlantic Mobility Program, which seeks to double the numbers of French and American students studying abroad in each country by 2025.

The university enjoys other study-abroad relationships with HZ University in the Netherlands, Woosong University in South Korea, Hebei Normal University and Changzhi University in China, Poznan University of Medical Sciences in Poland, Limkokwing University of Creative Technology in Sierra Leone as well as Goa University, Amity University Mumbai, Nagindas Khandwala College, Kohinoor International Management Institute, and the Vidyalankar School of Information Technology in India. The university community is excited to grow these and future collaborations through which students and the region will be enriched greatly.

USCB CHANCELLOR AL M. PANU, PH.D. envisions the university – in its 229-year tradition of service to the southern Lowcountry and for centuries to come – as a place of first choice for students, faculty, and staff, who have the capacity to be any place they choose. He describes USCB as "an institution that gives any student – no matter who they are, where they are from, or how they have been prepared – the opportunity to fulfill their greatest potential." Not a cookie-cutter hierarchy of potential "but rather the understanding, commitment,

and pedagogical talent to meet students where they are and take them to their particular heights." Almost half of USCB Sand Sharks are first-generation university students, and 40 percent are Federal Pell Grant-eligible. Many are graduates of USCB's two-year college partners, who want access to the doors that a bachelor's degree or higher can open. They are 68 percent women, 39 percent people of color, and a growing number of working adults, who understand the value of education as a key to mobility. Finally, USCB students are 100 percent amazing, motivated, creative, well-prepared, and ready to take on the world.

THE MISSION OF THE SAND SHARK SOCIETY, the Alumni Association of the University of South Carolina Beaufort: We are a community of people, who share the USCB experience. We come together to support each other as we work to achieve our goals and navigate the world. We celebrate the bond we share: USCB's enduring positive impact on our lives. We proudly carry our education and values with us in everything we do. We demonstrate, through our every interaction, how USCB elevates lives. We strive to inform, inspire, and lift up future generations of Sand Sharks. We give back to keep doors of opportunity open wide, investing in the future of our community, our region, and our world.

THE MISSION OF THE UNIVERSITY OF SOUTH CAROLINA BEAUFORT EDUCATION FOUNDATION is to support the University of South Carolina Beaufort in all of its educational, instructional, scientific, literary, research, service, charitable, and outreach endeavors and to maximize private-sector opportunities and support, thereby, empowering the university to provide a margin of excellence beyond what is achievable with state, county, and municipal funds alone.

THE UNIVERSITY OF SOUTH CAROLINA BEAUFORT EDUCATION FOUNDATION BOARD OF DIRECTORS

- Steve P. Birdwell
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Vision Statement

USCB will foster student success by engaging students in an academically rigorous experience that develops individual resourcefulness and cultural appreciation.

Mission Statement

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 focus on teaching, research, and service. USCB is a public, comprehensive institution in the University of South Carolina system, offering baccalaureate degrees in the liberal arts, the sciences, and professional disciplines and master's degrees in response to regional demand through on-site and distance delivery methods. Serving a diverse population, USCB enriches the quality of life for students and area residents through artistic and cultural offerings; collaborations with regional, national, and international partners; and lifelong learning opportunities.

Approved August 23, 2024 - USC System Board of Trustees
Approved February 6, 2025 - South Carolina Commission on Higher Education

USCB Values

We - administrators, staff, faculty and students - work together to support the mission of USCB. Our interactions will be guided by the following principles:

Cultural Appreciation
Academic Excellence
Resourcefulness
Engagement and Partnerships
Student Success

University Goals

Cultural Appreciation

Enhance the diversity and inclusivity of the University community.

Academic Excellence

Expand and enhance the rigorous, experiential academic environment through ongoing innovation and design thinking.

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.

Student Success

Equip students for success within the university and beyond graduation.

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 (SACSCOC) to award associate, baccalaureate and masters degrees. The University of South Carolina Beaufort also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of the University of South Carolina Beaufort may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Academic Program Accreditation

Department of Education

The Department of Education at USCB is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and approved by the South Carolina Department of Education, for a period of seven years, from 2022-2029. All teacher preparation programs offered at USCB including the Bachelor of Arts in Early Childhood Education, the Bachelor of Arts in Elementary Education program, the Bachelor of Arts in Secondary English, and the Bachelor of Science in Secondary Mathematics are also accredited by the South Carolina Department of Education.

Human Services

The baccalaureate Human Services program at the University of South Carolina Beaufort is accredited by the Council for Standards in Human Service Education (CSHSE), https://cshse.org.

Nursing

The baccalaureate nursing program at the University of South Carolina Beaufort is accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/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 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 https://finsup.uscb.edu/apply/

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

University of South Carolina Beaufort 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. *(NOTE: For academic year 2025-2026, SAT/ACT test scores are not required for admission, however, may be required to qualify for South Carolina state scholarships)*

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)

NOTE: For the current academic year, SAT/ACT test scores are not required for admission, however, may be required to qualify for South Carolina state scholarships.

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. *(NOTE: For academic year 2025-2026, SAT/ACT test scores are not required for admission, however, may be required to qualify for South Carolina state scholarships)*

International Admission

International Freshman Applicants

Any student who is not a United States citizen or Green Card holder should submit an international admissions application. Incoming freshmen applicants should submit the following items to complete their admissions application:

- An official evaluates high school transcript. All transcripts issued by the schools not located in the U.S. must be sent to a third-party evaluation company and have a course-by-course evaluation completed with a Grade Point Average (GPA) listed. Transcripts should be evaluated by a National Association of Credential Evaluation Services (NACES) member company, prior to sending to the University's Office of Admissions. We frequently receive evaluated transcripts from the following companies: World Education Services, Inc. International Education Res. Foundation, Educational Credential Evaluators, Inc., Josef Silny & Associates, Inc. and SpanTran. This evaluation must be forwarded directly to the USCB Admissions Office from the evaluation service.

- An official English proficiency test score. Students may submit a TOEFL, IELTS, DuoLingo or PTE test score to complete this requirement. 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
- Jamaica
- Liberia
- New Zealand
- Sierra Leone
- Trinidad/Tobago
- United Kingdom

- College Entrance Examination Scores (SAT or ACT)
  - SAT Requirement: Minimum of 880 (Evidence-based Writing/Reading and Math sections combined)
  - ACT Requirement: Minimum composite score of 17

NOTE: For academic year 2025-2026, SAT/ACT test scores are not required for admission, however, may be required to qualify for South Carolina state scholarships.

International Transfer Applicants

Any student who is not a United States citizen or Green Card holder should submit an international admissions application. International students who 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. Incoming transfer applicants should submit the following items to complete their admissions application:

- Official transcript(s) 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. All transcripts issued by colleges or universities not located in the U.S. must be sent to a third-party evaluation company and have a course-by-course evaluation completed with a Grade Point Average (GPA) listed. Transcripts should be evaluated by a National Association of Credential Evaluation Services (NACES) member company, prior to sending to the University's Office of Admissions. We frequently receive evaluated transcripts from the following companies: World Education Services, Inc. International Education Res. Foundation, Educational Credential Evaluators, Inc., Josef Silny & Associates, Inc. and SpanTran. 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;

- An official English proficiency test score. Students may submit a TOEFL, IELTS, DuoLingo or PTE test score to complete this requirement. This test is required for all international students, except those whose native language is English. 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. 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
  - Jamaica
  - Liberia
  - New Zealand
  - Sierra Leone
  - Trinidad/Tobago
  - United Kingdom

- If the applicant has attempted less than 30 semester hours of college level work the student must also submit:
    - An official high school transcript (if the high school is outside of the U.S., a course-by-course evaluation of the high school transcript will need to be completed by a NACES member company. This evaluation must be forwarded directly to the USCB Admissions Office from the evaluation service.)
    - College entrance examination (SAT or ACT) score reports
        - SAT Requirement: Minimum of 880 (Evidence-based Writing/Reading and Math sections combined)
        - ACT Requirement: A minimum composite score of 17

  NOTE: For academic year 2025-2026, SAT/ACT test scores are not required for admission, however, may be required to qualify for South Carolina state scholarships.

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 credit 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
- Must be age 16 or above
- Minimum GPA of 3.0 grade point average (on a 4.0 scale)
- Approval from student's high school (Principal or Guidance Counselor)

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.

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).

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 online. 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.

US military service members and reservists seeking readmission into the University after being called to service by definition of Chapter 3 of Volume 2 of the Federal Student Aid Handbook must contact the Director of Military Programs for more information at 843-368-8211 or email mcweiss@uscb.edu.

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.

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 if they qualify as a South Carolina resident. 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/Incoming 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 USCB's Admissions 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.*

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. 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. (See In-Residence Requirements)

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 to be awarded a 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. 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. These credits are transferred into USCB as elective credits. 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.

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.

Transfer Policy Update – Proviso 117.152

Effective June 1st of 2022, students who have earned an Associate of Arts or Associate of Science degree from a two-year institution of higher learning in South Carolina shall receive a minimum of sixty (60) transfer credit hours at USCB, which will represent at least Junior standing.

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
Business & Communications	Business Administration	Technical College of the Lowcountry
Computer Science & Mathematics	Computational Science	USC College of Engineering & Computing
Education	Early Childhood Education Elementary Education	Technical College of the Lowcountry
Hospitality, Resort and Tourism Management	Hospitality Management	Greenville Technical College Ogeechee Technical College Orangeburg-Calhoun Technical College Palmetto College Campuses Pro Start Schools Technical College of the Lowcountry
Public Health & Human Services	Public Health	Orangeburg-Calhoun Technical College Palmetto College Campuses Technical College of the Lowcountry
	Human Services	Central Carolina Technical College Florence-Darlington Technical College Greenville 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:

AP Exam Area	AP Score	Credit Earned
African-American Studies	3, 4, or 5	Reviewed by Dept. on a case-by-case basis
Art and Design 2-D	3, 4, or 5	ARTS B103
Art and Design 3-D	3, 4, or 5	ARTS B104
Art History	3	ARTH B101
Art History	4	ARTH B105
Art History	5	ARTH B105 and ARTH B106
Biology	3	BIOL B110
Biology	4 or 5	BIOL B110 and BIOL Elective Credits
Calculus AB	3, 4, or 5	MATH B141
Calculus BC	3, 4, or 5	MATH B141 and MATH B142
Chemistry	3	CHEM B111
Chemistry	4 or 5	CHEM B111 and CHEM B112
Chinese Language & Culture	3	LANG B101
Chinese Language & Culture	4 or 5	LANG B101 and LANG B102
Comparative Government & Politics	3, 4, or 5	POLI Elective Credits
Computer Science-A	3, 4, or 5	CSCI B145
Computer Science Principles	3, 4, or 5	CSCI B101
Drawing	3, 4, or 5	ARTS B111
English Language & Composition	3	English Elective Credit
English Language & Composition	4 or 5	ENGL B101
English Literature & Composition	3	English Elective Credit
English Literature & Composition	4 or 5	Reviewed by Dept. on a case-by-case basis
English Language & Composition & English Literature & Composition	4 or 5 (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 & Culture	3	FREN B101
French Language & Culture	4 or 5	FREN B101 and FREN B102
German Language & Culture	3	GERM B101
German Language & Culture	4 or 5	GERM B101 and GERM B102
Human Geography	3, 4, or 5	GEOG B121
Italian Language & Culture	3	LANG B101
Italian Language & Culture	4 or 5	LANG B101 and LANG B102
Japanese Language & Culture	3	LANG B101
Japanese Language & Culture	4 or 5	LANG B101 and LANG B102
Latin	3	LANG B101
Latin	4 or 5	LANG B101 and LANG B102
Macroeconomics	3, 4, or 5	ECON B222
Microeconomics	3, 4, or 5	ECON B221
Music Theory	3, 4, or 5	MUSC Elective Credits
Physics 1	3, 4, or 5	PHYS B201 and PHYS B201L
Physics 2	3, 4, or 5	PHYS B202 and PHYS B202L
Physics C, Mechanics	3	PHYS B201 and PHYS B201L
Physics C, Mechanics	4 or 5	PHYS B211 and PHYS B211L
Physics C, Electricity & Magnetism	3	PHYS B202 and PHYS B202L
Physics C, Electricity & Magnetism	4 or 5	PHYS B212 and PHYS B212L
Precalculus	3, 4, or 5	MATH B115
Psychology	3, 4, or 5	PSYC B101
Research	3,4, or 5	University General Elective
Seminar	3, 4, or 5	University General Elective
Spanish Language & Culture	3	SPAN B101
Spanish Language & Culture	4 or 5	SPAN B101 and SPAN B102
Spanish Literature & Culture	3	SPAN B101
Spanish Literature & Culture	4 or 5	SPAN B101 and SPAN B102
Spanish Language AND Literature	3 (On Both)	SPAN B101 and SPAN B102
Statistics	3, 4, or 5	STAT B201
US Government & Politics	3, 4, or 5	POLI B201
United States History	3	HIST B111
United States History	4 or 5	HIST B111 and HIST B112
World History	3	HIST B115
World History	4 or 5	HIST B115 and HIST B116

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.** 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.

IB Exam Area	IB Score	Credit Earned
Biology	4	BIOL B110
Biology	5, 6 or 7	BIOL B110 and BIOL B120/B120L
Business Management	4 or 5	MGMT B371
Business Management	6 or 7	MGMT B371 and MGMT B376
Chemistry	4	CHEM B111
Chemistry	5, 6, or 7	CHEM B111 and CHEM B112
Computer Science	4	CSCI B150
Computer Science	5, 6, or 7	CSCI B150 and CSCI B104
Dance	4, 5, 6, or 7	UNEL B001T
Design Technology	4, 5, 6, or 7	UNEL B001T
Information Technology in a Global Society	4, 5, 6, or 7	CSCI B101
Economics	4 or 5	ECON B221
Economics	6 or 7	ECON B221 and ECON B222
English A Literature OR English A Language & Literature	4 (on either)	ENGL B001T
English A Literature OR English A Language & Literature	5, 6, or 7 (on either or both)	ENGL B001T and ENGL B101
French B*	4 or 5	FREN B101 and FREN B102
French B*	6 or 7	FREN B201 and FREN B202
Latin B**	4 or 5	LANG B101 and LANG B102
Latin B**	6 or 7	LANG B102 and LANG B201
Mandarin B**	4 or 5	LANG B101 and LANG B102
Mandarin B**	6 or 7	LANG B102 and LANG B201
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

Global Politics		Reviewed by Department Chair on a case by case basis.
History	4, 5, 6, or 7	HIST B111 and HIST B112
Italian B*	4 or 5	ITAL 122 and 221
Italian B*	6 or 7	ITAL 221 and ITAL 222
MATH: Analysis and approaches	4	MATH B111
MATH: Analysis and approaches	5, 6, or 7	MATH B111 and MATH B115
MATH: Applications and interpretation	4	MATH B111
MATH: Applications and interpretation	5, 6, or 7	MATH B111 and MATH B115
Music	4	MUSC B115
Music	5, 6, or 7	MUSC B115 and MUSC B116
Philosophy		Reviewed by Department Chair on a case-by-case basis.
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
Sciences: Sports, exercise and health science		Reviewed by Department Chair on a case-by-case basis.
Social and Cultural 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.

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.

CLEP Exam	Minimum Score	Credit Earned
Business		
Financial Accounting	50	ACCT B225
Information Systems	50	MGSC B290
Introductory Business Law	50	BADM B324
Principles of Management	50	MGMT B371
Principles of Marketing	50	MKTG B350
Composition and Literature		
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
American Literature	50	ENGL B002T; possible credit for ENGL B287 as reviewed by the Department Chair on a case-by-case basis
College Composition Modular	50	ENGL B001T
English Literature	50	ENGL B002T; possible credit for ENGL B288 or B289 as reviewed by the Department Chair on a case-by-case basis.
Humanities	50	UNEL B001T
World Languages		
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
Spanish with Writing, Level 1	50	SPAN B101 and SPAN B102
Spanish with Writing, Level 2	65	SPAN B101, B102, and either B201 or B202
German Language, Level 1	50	GERM B101 and GERM B102
German Language, Level 2	60	GERM B101, B102, and LANG B201
History and Social Sciences		
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
Introduction to Educational Psychology	N/A	Credits cannot be earned for this exam.
Social Sciences and History	50	HIST B001T
Science and Mathematics		
Biology	50-55	BIOL B110
Biology	56	BIOL B110 and BIOL B120/B120L
Chemistry	50	CHEM B111
College Algebra	50	MATH B111
College Mathematics	50	MATH B101
Pre-calculus	50	MATH B115
Calculus	50	MATH B141
Natural Sciences	50	BIOL B110

Cambridge Assessment International Education

USCB recognizes Cambridge Assessment International Education as a rigorous academic program and awards college credit for successful completion of these exams. Credit will be awarded for courses with a grade of a-e on the AS level exam, and a grade of A-E on the A level exams.

Cambridge Course	Level	Grade	Credits	Credit Earned
Accounting	AS	a - e	3	ACCT B002T
Accounting	A	A - E	6	ACCT B225 & ACCT B226
Art & Design	AS	a – e	3	ARTS B103
Biology	AS	a - e	4	BIOL B101
Biology	A	C - E	4	BIOL B101
Biology	A	A or B	8	BIOL B101 & B102
Business	AS	a - e	3	BADM B101
Business	A	A – E	3	BADM B101
Chemistry	AS	c - e	4	CHEM B111
Chemistry	AS	a or b	8	CHEM B111 & B112
Chemistry	A	C – E	4	CHEM B111
Chemistry	A	A or B	8	CHEM B111 & B112
Classical Studies	AS	a – e	3	Elective Credit
Computer Science	AS	a – e	3	CSCI B101
Computer Science	A	D or E	3	CSCI/ISAT B150
Computer Science	A	A – C	6	CSCI/ISAT B104 & B150
Design & Technology	AS	a – e	3	Elective Credit
Digital Media & Design	AS	a – e	3	ARTS B102
Drama				Department to review
Economics	AS	d or e	3	ECON B222
Economics	AS	a - c	6	ECON B221 & B222
Economics	A	D or E	3	ECON B222
Economics	A	A - C	6	ECON B221 & B222
English Language	AS	a or b	3	ENGL B101
English Language	AS	c – e	3	ENGL Elective credit
English Language	A	A or B	6	ENGL B101 & B102
English Language	A	C – E	3	ENGL B101
English Literature	AS	a or b	3	ENGL B101
English Literature	AS	c – e	3	ENGL Elective credit
English Literature	A	A or B	6	ENGL B101 & B102
English Literature	A	C – E	3	ENGL B101

Environmental Management	AS	a – e	3	Elective Credit
French Language & Literature				Department to review
Geography				Department to review
German Language & Literature				Department to review
Global Perspectives & Research	AS	a – e	3	Elective Credit
History: US				Department to review
History: International				Department to review
History: European				Department to review
Information Technology	AS	a – e	3	CSCI B101
Marine Science	AS	a - e	4	MSCI B210
Marine Science	A	A - E	4	MSCI B210
Mathematics	AS	a – e	4	MATH B115
Mathematics	A	D or E	4	MATH B115
Mathematics	A	A – C	8	MATH B141 & B142
Mathematics – Further	A	A – E	8	MATH B141 & B142
Media Studies	AS	a – e	3	MART B102
Music				Department to review
Physics	AS	a - e	4	PHYS B211/B211L
Physics	A	C - E	4	PHYS B211/B211L
Physics	A	A or B	8	PHYS B211/B211L & B212/B212L
Psychology				Department to review
Sociology				Department to review
Spanish				Department to review
Thinking Skills	AS	a – e	3	Elective Credit
Travel & Tourism	A	A - E	3	HRTM B280

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

Apply 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 2025-2026 FAFSA

Submit the Free Application for Federal Student Aid (FAFSA) online at https://fafsa.gov/. The FAFSA for the 2025-2026 academic year (AY) became available on December 31, 2024, and will require students/parents to report their 2023 tax information. To receive federal financial aid, you and your contributors must provide consent and approval to have your federal tax information transferred directly from the IRS into your FAFSA form. Providing consent and approval is mandatory, even if you or your contributors don't have an SSN, didn't file a tax return, or filed a tax return outside the U.S. 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 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 for undergraduate and graduate students varies depending on your degree program. 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.

For undergraduate students, 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

Students who must remain enrolled beyond their maximum time frame due to completing a second degree will be required to submit an appeal once they have reached their maximum time frame.
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 additional terms 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. T**he 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 (**Beginning with the 2023-2024 academic year, ACT score of 22)**
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, Informational Science and Technology, Public Health, Mathematics 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. The early appeal deadline for the 2025-2026 academic year is May 5, 2025 thru the late appeal deadline of September 12, 2025.

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.

For continued eligibility, students must meet the following:

- You must earn a total of 30 credit hours for each academic year (Fall, Spring, Summer). Any credit hours earned before high school graduation, hours exempted by examination, and advanced placement credit do not count towards the 30 hour requirement.
- You must earn a minimum 3.0 USC 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 **Accounting, Biology, Computational Science, Informational Science and Technology, Public Health, Mathematics 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 an 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 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. The early appeal deadline for the 2025-2026 academic year is May 5, 2025 thru the late appeal deadline of September 12, 2025.

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: https://studentaid.gov/

The Federal Stafford Loan Program

The Federal Stafford Loan program provides low interest, 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. The 2025-26 interest rate is 6.39% for undergraduate loans. For graduate students, the Federal Stafford Loan program provides up to $20,500 for all years and these loans are unsubsidized. The 2025-26 interest rate is 7.94% for graduate loans.

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 8.94% for the 2025-26 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: https://studentaid.gov/exit-counseling/

Cohort Default Rate

The cohort default rate is calculated using actual payment records of the student borrower. A 3-year cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular

federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. Repayment begins 6 months after a student is no longer enrolled for at least 6 credit hours. Default occurs when a student is in repayment but fails to make their payment for 270 days or more.

In compliance with Federal Requirements and the Department of Defense, if USCB's Cohort Default Rate (CDR) exceeds the national average CDR, USCB will disclose this information and provide its students with loan repayment data. You can find USCB's most recent three-year cohort default rate data at this link.
You can find the National Cohort Default rate at this link.

For more information, please refer to the Department of Education's Cohort Default Rate Guide for a more in-depth description of cohort default rates and how the rates are calculated. Visit Repaying Your Student Loans for information on how to avoid defaulting on your Federal Direct Loans.

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	Veteran Readiness and Employment-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 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, 1100 Boundary Street BLDG RM #121 in Beaufort (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 students utilizing VA Education Benefits who have obtained college credit from another institution or through a different USC degree program must submit a transfer credit evaluation from the Registrar's Office to the USCB Financial Aid/VA Office. The VA typically provides funding for these students for two semesters, pending the assessment of any "prior credit" applied to their current degree program. Additionally, veterans are encouraged to reach out to the Director of Military Programs at 843-208-8029 to discuss potential college credit for military training.

Veteran Education Benefits are certified on a semester-by-semester basis. Students must complete the VA Certification Form each semester after registering for classes in order to use their benefits, as we do not automatically certify students. This form is available at the Financial Aid/VA Office and can also be accessed online. Return completed Forms to the Financial Aid/VA Office at the Beaufort Campus or the Bluffton Campus or by email: uscbfina@uscb.edu or fax: 843.521.3191.

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 in the Financial Aid/VA Office, located on the Beaufort Campus and Bluffton Campus. 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.

VA Pending Payment Compliance Policy

USCB Policy for the Veterans Benefits and Transition Act of 2018.

This policy complies with Title 38 United States Code Section 3679(e) School Compliance Form. This policy pertains to a Covered Individual, which is any individual who is entitled to educational assistance under Chapter 31, Veteran Readiness and Employment-Disabled Veterans, or Chapter 33, Post 9/11 GI Bill ® benefits.

USCB will permit any Covered Individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility (COE) for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Note: A Certificate of Eligibility can also include a Statement of Benefits obtained from the Department of Veterans Affairs (VA) website, e-Benefits, or VAF 28-1905 Form for Chapter 31 authorization purposes. USCB will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33. Our policy requires the covered individual to take the following actions:

1. Submit a Certificate of Eligibility (COE) or VAF 28-1905 for entitlement for educational assistance no later than the first day of a course of education.

2. Complete our Veteran Certification Form each semester to use such entitlement.

3. Provide additional information necessary to the proper certification of enrollment by the educational institution such as: the Change in the Place of Training or Program Form (VAF 22-1995 or 22-5495), USCB's Statement of Understanding Form and Prior Credit Form, etc.

USCB will not drop any Covered Individual after the Financial Aid/VA Office receives a copy of the VAF-28-1905 or receives a Chapter 33 Post 911 COE who does not have additional charges such as housing, meal plans, or anything above the Tuition and Fees. The Covered Individual will not be dropped if VA covers 100% of tuition and basic fees. If extra charges such as housing or meal plans have not been paid or a payment arrangement not made with the Cashier's Office, that student may be dropped for lack of a payment.

USCB reserves the right to require an additional payment or impose a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement. If VA does not pay the institution, the student is responsible for ALL debts resulting from reductions or terminations of the student's enrollment, even if the payment was submitted directly to the school on the student's behalf.

Department of Defense Voluntary Education Partnership: Compliance Information

The University of South Carolina Beaufort follows SOPs and DoD regulations when processing voluntary education benefits for service members.

Recruiting, Marketing, and Advertising

The University of South Carolina Beaufort maintains the highest integrity to ensure we refrain from providing commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid (including Tuition Assistance funds) to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance. Additionally, University of South Carolina Beaufort will not use high-pressure recruitment tactics to enroll students. University of South Carolina Beaufort follows the regulations set forth by the Department of Education (34 C.F.R 668.71-668.75 and 668.14).

Pre-Enrollment Information

University of South Carolina Beaufort ensures that staff members follow the Department of Defense Memorandum of Understanding (MOU). Additionally, the institution directs Service members to speak with their Educational Services Officer (ESO) or counselor within their Military Service prior to enrolling the student in the institution.

Per DoD MOU paragraph 4.d.
Approved Courses. If an eligible Service member decides to use TA, educational institutions will enroll him or her only after the TA is approved by the individual's Service. Service members will be solely responsible for all tuition costs without this prior approval. This requirement does not prohibit an educational institution from pre-registering a Service member in a course in order to secure a slot in the course. If the Service member enrolls before the appropriate Service approves Military TA, then the Service member could be responsible for the tuition. All Military TA must be requested and approved prior to the start date of the course. The Military TA is approved on a course-by-course basis and only for the specific course(s) and class dates that a Service member requests. If a military student "self-identifies" their eligibility and the Service has not approved the funding, then the Service member will be solely responsible for all tuition costs, not the Service.

Financial Matters

Point of Contact

- University of South Carolina Beaufort's Financial Aid/VA Director is the point of contact and sets management controls in place to ensure that a financial aid advisor and /or loan coordinator is trained and qualified prior to the offering, recommending, arranging, signing-up, or enrolling Service Members for federal or private student loans.
- All University of South Carolina Beaufort students, including Service Members, are able to access our Financial Aid and Scholarship website to learn more about financial aid and scholarships at the University of South Carolina Beaufort.

Student Cohort Default Rate

- University of South Carolina Beaufort student loan Cohort Default Rate is located on the Financial Aid web page under the Loan section. The Cohort Default Rate is updated on a yearly basis. In compliance with Federal Requirements and the Department of Defense, if USCB's Cohort Default Rate (CDR) exceeds the national average CDR, USCB will disclose this information and provide its students with the loan repayment data. To learn more about the University of South Carolina Beaufort's Cohort Default rate, visit the Federal Student Aid Default Rates web page.

Unearned TA Funds Policy

- University of South Carolina Beaufort's policy for refunds (Title IV, TA funds, and other payments) can be found at this link.

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 be assessed late fees, may be prohibited from registering for courses, may be turned over to a third-party debt collection agency, or in certain cases, may have their transcript withheld.

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 they will be presumed to remain a non-resident throughout their attendance unless otherwise reviewed.

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: https://www.uscb.edu/bursars-office

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 3 to 4 weeks from the drop or withdrawal date.

Drop/Withdrawal Refund Policy

The drop/withdrawal refund policy can be found here:
https://www.uscb.edu/bursars-office/refunds/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 Loans
B. Subsidized Federal 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 https://studentloans.gov. 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 Bursar'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

Student Development is committed to the growth, development, and achievement of USCB students. We work closely with academic colleagues to support students in their curricular pursuits and to provide opportunities for students to explore interests beyond the classroom. Student Development has offices located on the Beaufort Campus and the Bluffton Campus. These areas include academic advising, academic support, career services, counseling and accessibility services, housing and judicial affairs, and student lift. Any questions should be directed to the Vice Chancellor for Student Development at studentdevelopment@uscb.edu.

Vision, Missions, and Goals

Vision

Every Sand Shark will thrive at USCB and beyond.

Mission

Student Development supports the holistic well-being of students by cultivating a sense of belonging, enhancing resilience, and helping students pursue a life of purpose and meaning.

Goals

Student Development at USCB will work to…

- Cultivate a sense of belonging through support and advocacy and by inspiring students to discover meaningful connections.
- Enhance resilience by equipping students with the tools needed for personal growth and development.
- Help students pursue a life of purpose and meaning by creating engaging and transformative initiatives.

Campus Housing

USCB offers student housing on the Bluffton and Beaufort Campuses. University Housing provides students an opportunity to live with other students in order promote personal growth and learning, create friendships and make 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 student apartments that include fully furnished units, private bedrooms, full kitchen and amenities such as Internet and cable. The Honors A, B and C residence halls at the Beaufort Campus provide 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. 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.

USCB reserves the right to sanction a student found to be in violation of the Academic Code of Conduct as detailed in Academic Affairs Policy #309. . Sanctions may vary depending on level and/or severity of the violation up to and including: denial of admission, suspension or withdrawal 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 any USCB official publication. For questions or concerns related to the Academic Code of Conduct, please contact academicintegrity@uscb.edu.

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 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 here: https://campuslife.uscb.edu/student-rights-and-responsibilities/student-code-of-conduct-non-academic/index.html.

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 Life

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.

The Campus Center on the Bluffton Campus houses the Sand Bar dining hall, Chick-Fil-A, 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 uscblife@uscb.edu.

Student Government Association

The USCB Student Government Association (SGA) provides students with the opportunity to cultivate leadership skills by participating 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, please email uscbstugov@uscb.edu. Visit https://www.uscb.edu/student_life/get_involved/student_governance/sga.html 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 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. For information on student organizations please visit https://www.uscb.edu/student_life/get_involved/student_organizations/index.html.

Chartering a New Student Organization

Organizations that wish to use university facilities and privileges must be officially recognized through a procedure administered by the Office 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. If you are interested in starting a new student organization please visit https://www.uscb.edu/student_life/get_involved/student_organizations/index.html.

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:

- 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
- 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
- a violation of the University policy on Academic Freedom: https://www.uscb.edu/human-resources/policies-and-procedures/pdfs/539-Revised-Academic-Grievance-Policy-8-27-24.pdf

Academic Grievance Procedure

A student who wishes to pursue an academic grievance shall first meet with the instructor concerned within thirty (30) days of the incident that prompted the grievance. If the student is unsatisfied with the result of this meeting, the students shall progress to Step 2 and meet with the appropriate department chair within ten (10) days of the meeting with the instructor. If either the student or instructor is dissatisfied with the department chair's action, the party shall proceed to Step 3 with a written grievance submitted to the Academic Affairs Office within (10) days of the meeting with the department chair The written grievance must be submitted to the Office of Academic Affairs, using this form: https://forms.office.com/Pages/ResponsePage.aspx?id=GUsqSzXRDkKLsrHNI4mYzFDzKuLD8lZJjg_YY3N1mAlUMTVHTTlVUzg1WU1COFFBNTdRRVE2R0tVNy4u.

The Executive Vice Chancellor for Academic Affairs & Provost (herein after referred to as Provost) will review the merits of the case. If there is evidence to suggest a possible violation has occurred, the Provost will convene the Honor Court to hear the case. https://www.uscb.edu/campus-life/student-rights-and-responsibilities/index.html

Once the Honor Court has heard the case, the student will be informed of the Honor Court's recommendation, both in person (immediately after the decision) and in writing. The results of the hearing will be forwarded to the Provost for consideration. The Provost shall review the Honor Court's recommendations and issue a decision on the matter, within ten (10) days of Honor Court. The Provost's decision is final and not subject to appeal.

Non-Academic Grievance Policy

This Non-Academic Grievance Policy is designed to provide students with an opportunity to address non-academic complaints and problems that they have been unable to resolve through other channels. For purposes of this policy, a grievance is defined as dissatisfaction occurring when a student believes that a condition affecting him or her is unjust, inequitable, or creates an unnecessary hardship. Such grievances include, but are not limited to, the following:

- Abusive or improper conduct on the part of the instructor or staff member.
- Discrimination against students by faculty or staff on non-academic matters for reasons of race, color, national origin, religion, sex, age, handicap, or veteran status.
- Improper personal or professional behavior involving students, faculty or staff.
- Wrongful assessment and processing of fees.
- Records and registration errors.

Non-Academic Grievance Procedure

The initial phase of the student grievance procedure involves a conference between the student and the instructor or staff member (an advisor of the student's choosing and the instructor's or staff member's supervisor may be present provided both parties are given notice of attendance). The conference must take place within five days of the incident that prompted the grievance. The purpose of this meeting is to attempt to resolve all differences in an informal, cooperative manner. If the student is not satisfied with the results of this conference, then the student must schedule a meeting with the appropriate authority—the Assistant Vice Chancellor for Academic Innovation (in the case of faculty) or the Assistant Vice Chancellor for Student Development (in the case staff)—within five days of the conference if the student wishes to pursue the grievance.

If either assistant vice chancellor is a party against whom the grievance is filed, then the Provost or the Vice Chancellor for Student Development shall hear the grievance. If the grievance if filed against a Vice Chancellor, the Chancellor of the university will hear the grievance. If the student is dissatisfied with the results of the meeting with the appropriate authority, the student may request the Provost (in the case of faculty), the Vice Chancellor for Student Development (in the case of staff), or the Chancellor (if the grievance is against a vice chancellor) to review the grievance in accordance with the procedure described below. If the student desires a review of the grievance, the student must file the request in writing within five days of the meeting with the appropriate authority. The student's written grievance statement must (a) state the grievance, and (b) state why the appropriate authority's response is unacceptable to the student. The written request must be filed through the appropriate vice chancellor's office and must contain the names of the principal parties involved in the grievance and include copies of any written materials that support the grievance. If a vice chancellor is grieved against, then the written grievance shall be filed through the Office of the Chancellor of USCB.

Upon receipt of the student's written grievance, the appropriate vice chancellor/chancellor shall provide a copy to the faculty or staff member identified in the grievance and request the faculty or staff member to submit a written response within five days. The student may request a hearing to share additional information. If requested, the vice chancellor/chancellor will schedule a hearing with the student, faculty/staff member, and/or other witnesses to gather more information. This hearing will be held within ten days of receipt of the faculty/staff member's written response. When a hearing is scheduled, the appropriate vice chancellor shall send written notice to the student and the faculty/staff member that contains the following information: (a) a copy of the student's written grievance; (b) a copy of the faculty/staff written response; (c) the time and place of the meeting; and (d) a statement of the principal parties' right to bring witnesses and present evidence. The

principal parties may be present for all testimony during the meeting, shall be afforded a reasonable opportunity to present witnesses and other evidence, shall be permitted to make statements on the matters discussed, and shall have an opportunity to rebut witnesses. An advisor may be present to advise the student during the hearing if the student wishes, but the advisor's participation shall be limited to counseling the student. The advisor shall not make arguments on behalf of the student or otherwise address the witnesses during the hearing.

The appropriate vice chancellor/chancellor shall inform the principal parties and the chancellor of their decision within ten days of the conclusion of the hearing. If the student does not request a hearing, the appropriate vice chancellor/chancellor shall inform the principal parties and the chancellor of their decision within ten days of receipt of the faculty/staff written response. The appropriate vice chancellor/chancellor's decision shall be final.

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, they 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, they should contact the faculty or staff member(s) with whom they have 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 website. Many institutions have an ombudsman to mediate on behalf of the student. If the student is still unable to resolve the complaint, they 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, they 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, they 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 found here.

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

Student Support Services

Career Services

The Office of Career Services https://campuslife.uscb.edu/student-development/career-services/index.html provides comprehensive career development and planning services for students. Specific services include: career/major exploration assessments, 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 virtual, phone, and in-person behavioral health counseling services to any student experiencing struggles with college transition, depression, anxiety, grief, relationship issues, identity, 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 our counselors are located in the Student Success Center at the Library on the Bluffton campus. Services are also provided for the Beaufort and Hilton Head campuses. Students may email us at counseling@uscb.edu to schedule an appointment.

For more information about USCB Counseling, Emergency Contacts and Local Resources, Counseling Request form and Intake forms, as well as, the Virtual Relaxation Room, visit: https://campuslife.uscb.edu/student-development/counseling-services/index.html.

Accessibility Services

Accessibility Services partners with students, faculty, and staff to facilitate disability access essential to advancing an inclusive campus experience. Access and accommodations ensure equal opportunity for students with disabilities to participate in all programs, activities and services designed to transform our students into global citizens. Accessibility Services facilitates services and accommodations to meet the various needs of students with disabilities at the university, in accordance with Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990. For more information on what you need to do to receive services, visit:
https://campuslife.uscb.edu/student-development/accessibility-services/index.html

A range of individualized support services and accommodations are available to students with documented disabilities who are registered with Accessibility Services. The accommodations are based on the nature and extent of each student's disability. Accommodations and services are determined through confidential interviews with a counselor in Accessibility Services.

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.

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: https://campuslife.uscb.edu/student-development/accessibility-services/documentation/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.

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 Early Childhood Education major who demonstrates leadership and professionalism in the University, community, and schools, who shows a passion for teaching, and who is dedicated to improving pedagogy.

Elementary Education Program Award
Presented to a senior Elementary Education major who demonstrates leadership and professionalism in the University, community, and schools, who shows a passion for teaching, and who is dedicated to improving pedagogy.

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 Award
Awarded to the student who most clearly demonstrate continual development of critical thinking, emotional intelligence, assessment, communication and care-coordination skills. This student also exemplifies ethical principles, values and behaviors in the professional practice of nursing.

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.

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 the safety and security of all members and guests to the University. The Department of Public Safety is staffed by both SC certified Police Officers as well as trained Public Safety Officers (PSOs). The Student Right-to-Know Act and the Crime Awareness and Campus Security Act (Amended in 2013) was renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (1998), gives all interested parties information concerning on-campus safety and crime. For information about the frequency and type of reportable incidents on campus, please contact the USCB Public Safety Department at 843-208-8912 or visit the USCB Public Safety Webpage at https://www.uscb.edu/public_safety/clery_report.html.

All students are encouraged to take special precautions in order to protect themselves 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 or call the University Police for an escort. Utilize your cell phone to contact the University Police directly or utilize Rave Guardian on your smart phone. Report any suspicious activity to the University Police and find a safe location to wait for a University Police Officer. Automobiles should remain locked and parked near streetlights if classes end during evening hours. A DPS Officer is available to escort students, staff, and faculty to their cars during the evening and nighttime hours by calling 843-208-8911 or using the escort feature on Rave Guardian. Check the backseat before entering your vehicle to be sure no one is inside. Once inside your vehicle, lock all doors.

Reporting a Crime/Incident

Store the DPS duty number into your cellphone, 843-208-8911 (Bluffton Campus), 843-812-8186 (Beaufort Campus), and 843-208-4911 (Hilton Head Island Campus). Download Rave Guardian from your respective phone's platform. This application gives you the ability to call or text the University Police with the push of a button, have a virtual escort, report an issue anonymously and many other features.

Campus Facilities Policies

University Police are available twenty-four hours a day, seven days a week to respond to all three campuses.

Fire Procedures

All students should become familiar with the location of the fire alarms, fire extinguishers, and fire escapes in all 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 University Police at 843-208-8911(Bluffton Campus), 843-812-8186 (Beaufort Campus) and 843-208-4911 (Hilton Head Island Campus). In reporting the fire, report the exact location of the fire. Students livening in the housing units are required to exit those units in the event of an alarm.

Emergency Procedures

Any emergency should be reported to the University Police at 843-208-8911.

Local Law Enforcement and Community Resource Contacts

University Police (Bluffton Campus)……..... 843-208-8911
University Police (Beaufort Campus)……..... 843-812-8186
University Police (Hilton Head Island Campus)…..…... 843-208-4911
Police, Fire, or Medical Emergency…… ..... 843-208-8911 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 Planning, Analytics, and Compliance 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 Planning, Analytics, and Compliance 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 Planning, Analytics, and Compliance 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 Planning, Analytics, and Compliance 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 Planning, Analytics, and Compliance at (843) 521-4137.

Academic Probation and Suspension

The following standards for continuing at the USCB 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 they fail to meet the standards specified here. All students whose Institutional GPA is a 2.00 or higher are placed on *Good Standing*.

Academic Probation

When a student's total institutional GPA at the end of any Fall or Spring semester fall to less than a 2.00, they are placed on academic probation.

First-Year Freshmen Academic Recovery Program

First-year freshmen who have less than a 2.0 total institutional GPA 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 total institutional GPA at the end of any Fall or Spring semester is a 2.0 or above, they are removed from academic probation and placed in Good Standing.

Continuing on Academic Probation

Any student who is on probation at the beginning of a semester must achieve a certain total institutional GPA at the end of that semester to avoid suspension. A student may also continue on probation and avoid suspension if the semester GPA is 2.50 or greater. Standards for continuing on probation are based on the cumulative GPA hours the student has attempted. The chart below shows the GPA required 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 institutional 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 their situation before returning to USCB. While serving suspension, a student may not be admitted to, or continue in, any academic program at USCB. Effective Spring 2022 and moving forward, courses completed at institutions outside of the USC System during the period of suspension may be transferred to USCB provided the courses meet the criteria for transfer eligibility. Credits earned outside of the USC System do not impact a student's Institutional GPA.

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

Semester Honor Lists

Each semester academic achievement is recognized by entering on the President's Honor List or the Chancellor's Honor List names of students who, at the end of the 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 Latin Honors

Graduation with Latin Honors will be based on a total institutional 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. Latin 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. 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 Name
It is a student's obligation to notify the Office of the Registrar of any legal 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.

Undergraduate 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.
Graduate students enrolled in 9 semester hours or more for the fall, spring, or summer semesters are considered full time for academic purposes.

Declaration of Major
Degree-seeking students with 60 credits or more are required to have a declared major to register for 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.

Residential students who have earned fewer than 60 credits may take a maximum of 1 fully online course each academic term. Students who do not abide by this practice may be subject to administrative removal and subsequent enrollment in the same course with a face-to-face modality.

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 a change of major, minor, or degree - must complete the appropriate form available from the Office of the Registrar. Changes in a student's program of study that are completed after the Add/Drop date of the current term will be processed for the following term.

Course Substitutions/Waivers

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or waiver from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, students should consult their academic advisor. Deviations from General Education requirements must be approved by the Provost (or Provost's designee). Deviations from Program, Major, Minor, Concentration, or Cognate requirements must be approved by the appropriate Department Chair.

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 "FN" 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.

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, they 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 14 days after the last day of classes for 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.

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. 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 credit 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 Registrar's Office. 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 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. Students are allowed to be concurrent during their first semester, however, they may not be transient during their first semester at USCB.

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 Provost.

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. Students are allowed to be concurrent during their first semester, however, they may not be transient during their first semester at USCB.

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 Provost.

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.

USCB Policy

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, USCB Online 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. Some programs may impose greater student residence and/or major requirements. At least half (50%) of the hours of the student's major credits and of minor credits (if applicable) must be taken at USCB. Some programs impose greater student residence and/or major requirements.

SACSCOC 25% Rule

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 at USCB as shown in the table below:

Program of Study	Degree	Hours	Minimum Hours Earned at USCB
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
Information Science & Technology	B.S.	120	30
Interdisciplinary Studies	B.A.	120	30
Mathematics	B.S.	120	30
Nursing	B.S.N.	121	31
Psychology	B.A.	120	30
Public Health	B.A & B.S.	120	30
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 GPA 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, and Department Chair 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. Registration time-tickets are assigned in Self-Service Carolina based upon a student's academic level. Priority registration is reserved for the following groups of students; Student-Athletes, USCB Honors students, Veteran & Active-Duty military students, and students registered with Accessibility Services. 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 the Academic Affairs Office at studyabroad@uscb.edu. To learn more: https://www.uscb.edu/academic-affairs/international-programs/study-abroad.html

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. 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 USC course may take up to two (2) courses (not to exceed 8 credits) for a second time for the purpose of grade forgiveness. The original course to be forgiven and the second attempt in the course used for forgiveness must be the same exact course. Courses taken at another USC campus cannot be used to forgive courses taken at USC Beaufort. 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 their 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".

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. Grade of 'S' will be entered for a regularly assigned passing grade; a failing grade will be entered 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 Provost, learning-disabled students may meet specific degree requirements with a satisfactory grade.

Graduation

Students wanting to receive a degree must complete a graduation 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' application 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.
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 twice a year, at the end of each Spring term and at the end of each Fall 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 have the option to appeal for permission to participate in commencement, utilizing the USCB *Commencement Participation Appeal* form.

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 of 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.

For a current list of items designated as directory information, visit https://www.uscb.edu/registrar/ferpa.html. 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.

Graduate Studies

Admission Deadline

General application deadlines are listed below. Some programs have established earlier deadlines or admit students only in specified terms. Applications received after the announced program or Graduate School deadline may not be reviewed in time for admission for the desired term.

Fall, July 1
Spring, December 1
Summer, May 1

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

Admission Standards

For admission to a graduate program, a baccalaureate or higher degree from a college or university accredited by a regional accrediting agency is required. Applicants' academic records should demonstrate adequate preparation in the field in which graduate work is to be undertaken. Standardized test scores, letters of recommendation, and other materials specified by the individual academic program may also be required. The director of the graduate program admits applicants on the recommendation of the department or college concerned after an appraisal of the credentials submitted.

Applicants whose educational preparation is equivalent to that represented by a baccalaureate degree and who have sufficient maturity to undertake advanced study may be admitted after submitting their credentials, including appropriate test scores, for review by the director of a graduate program.

Note: Individual programs may have special application requirements in addition to those of general graduate requirements. These requirements range from personal interviews to statements of purpose and employment histories to auditions and portfolios. Applicants should consult the appropriate department to learn what these requirements are. However, all materials must be submitted directly to the Office of Admissions to ensure that they are included in the applicant's file.

Admission Requirements

- Completed application for admission
- Official college transcripts of all prior academic work, with a minimum cumulative GPA of 3.0 on a 4.0 scale. Official transcript must also show an awarded baccalaureate degree or higher from an accredited college or university. Applicants whose educational preparation is equivalent to that represented by a baccalaureate degree and who have sufficient maturity to undertake advanced study may be admitted after submitting their credentials, including appropriate test scores, for review by the director of a graduate program. See individual graduate programs for possible exceptions/requirements.
- At least two letters of recommendation are required. Applicants are strongly encouraged to submit letters of recommendation through the electronic application process. Please consider carefully the waiver of right to view letters of recommendation because this decision cannot be altered after submission.
- Most programs require an admissions test such as the GRE, GMAT or MAT. Please consult the section of this bulletin appropriate program for the test requirements for admission. Applications for the GRE and the GMAT can be obtained from the Educational Testing Service, Box 955, Princeton, NJ 08540 or by visiting the website www.ets.org. Applicants from western states should contact the Educational Testing Service, 1947 Center Street, Berkeley, CA 94704 or visit the website. *Note: GRE, GMAT, and MAT test scores are valid for five years.*

- International applicants whose native language is not English are also required to submit a satisfactory score on the TOEFL, PTE, DuoLingo or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 77 Internet-based, 550 paper-based or a 213 computer-based. The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.0. The minimum acceptable score on the PTE Academic exam is 50. Programs may set higher score requirements. See International Students and Credentials for more information.
- Applicants for F-1 or J-1 student visas must show evidence of financial resources to cover the expenses for one year of study, including room and board. Admissions must receive this evidence before an I-20 or a DS-2019 document can be issued. International applicants must also submit evidence of financial resources. Acceptable proof of resources include a recent bank statement, graduate assistantships, scholarships, fellowships, or support from sponsoring agencies. Documentation of proof must be written in English.

Transient Non-Degree Seeking Students

Students enrolled in or admitted to graduate degree programs at other accredited institutions may seek permission to attend a graduate program of the University of South Carolina Beaufort as transient students for a limited number of hours. Students wishing to be admitted as transient students must follow the application process and requirements for non-degree seeking students.

Transfer of Course Credit

Coursework not part of a completed certificate program or graduate degree from USCB or another institution may be transferred for credit. Coursework transferred from another institution must be relevant to the program and have course content and a level of instruction equivalent to that offered by the University's own graduate programs. Approval for acceptance of transfer credit to a student's program of study must be approved and justified by the student's academic program and submitted to the Department Chair of the graduate program for final approval.

No more than 12 semester hours of graduate credit may be transferred into a master's program that requires 30-36 hours; no more than 15 semester hours of graduate credit may be transferred into a master's program that requires 37-45 hours; and no more than 18 semester hours of graduate credit may be transferred into a master's program that requires 46 or more semester hours. Only credits with grades of B or better (equivalent to a 3.0 on a 4.0 scale) may be transferred from another institution into any graduate degree program. Coursework transferred for credit must be from an accredited institution and must be no more than six years old at the time of graduation.

Academic Probation/Suspension Policy

Graduate degree-seeking students whose cumulative grade point average (GPA) drops below 3.00 will be placed on academic probation by the graduate program and allowed one calendar year in which to raise the cumulative GPA to at least 3.00. In the case of conversion of grades of incomplete that cause a cumulative GPA to drop below 3.00, a degree-seeking student will be placed on academic probation at the end of the semester in which the grade is posted. Students whose cumulative GPA falls below the required minimum of 3.00 by receiving a grade for a course in which they received a grade of Incomplete will, instead of a one-year probationary period, be granted only one major semester of probation dating from the semester in which the Incomplete conversion grade is received by the registrar in which to raise their cumulative GPA to 3.00 or above. Students who do not reach a cumulative 3.00 grade point average during the probationary period will be suspended from graduate study and will not be permitted to enroll for further graduate course work as a degree or a non-degree student.

Departments, and/or Programs may have a more stringent academic probation/suspension policy. Students are also responsible for knowing program policies.

Course Auditing

A student must be eligible to register as a graduate student and go through the regular registration process to be eligible to audit a graduate-level course. Some departments do not permit auditing at the graduate level, and if space in the class is limited, degree-seeking students always are given priority over students who are auditing. Students wishing to audit graduate courses are advised to obtain permission from the appropriate Department Chair. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes. A course taken for audit cannot be used on a program of study to satisfy degree requirements unless it has been retaken 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 day to change course schedule or drop without a grade of W being recorded, as published in the Academic Calendar.

Note: No credit may be earned for an audited course by examination.

In-Residence Requirement

Per SACSCOC standards, in order for a graduate degree to be awarded by USCB, at least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree must be earned at USCB as shown in the table below:

Program of Study	Degree	Hours	Minimum Hours Earned at USCB
Computational Science	M.S	30	10
Literacy	M.Ed.	30	10

Attendance

Students are expected to complete all assigned work, to attend all class meetings, and to participate in class. Instructors should notify students, specifically in the course syllabus, of the attendance policy for the course by the first day of class. Students with special attendance requests (such as observation of major religious holidays or participation in University or professional events) should meet with the instructor early in the term to make arrangements.

Students who are auditing a graduate course are expected to conform to the same attendance requirements as students registered for credit, but must attend at least 75 percent of scheduled class meetings to receive audit credit.

A graduate student registered for courses numbered 500-699, or for any undergraduate course for credit, is required to satisfy undergraduate attendance regulations and conform to the “10 percent rule.” The Undergraduate Attendance Policy states that absence from more than 10 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.

Grading Policies

The letter grades A, B, C, D, and F are employed to designate excellent, good, fair, poor, and failing work, respectively. The grades B+, C+, and D+ also may be recorded. Courses graded D+ or lower cannot be applied to graduate degree programs. The letter grades S (satisfactory) and U (unsatisfactory) are assigned only in courses that have been approved for Pass-Fail grading or in a standard graded course where the student, with the approval of the chair of a graduate program, has elected an individual Pass-Fail Option. Courses completed with an S may be counted in total credits earned. Grades of S (satisfactory progress) or U (unsatisfactory progress) are given for thesis (799) and dissertation (899) preparation. Grades of S or U in thesis (799) and dissertation (899) preparation are not computed in the cumulative graduate grade point

average. Other graduate-level courses completed with the grade of U are calculated as an F in the cumulative graduate grade point average. In certain circumstances, grades of I (incomplete) or NR (no record) may be assigned by the instructor.

Note: Retaking a graduate course does not delete the original grade.

The grade of I (incomplete) is assigned at the discretion of the instructor when, in the instructor's judgment, a student is prevented from completing a portion of the assigned work in a course because of an illness, accident, verified disability, family emergency, or some other unforeseen circumstance. The student should notify the instructor without delay and request an extension of time to complete the course work, but the request for a grade of incomplete must be made to the instructor before the end of the term. The instructor will determine, according to the nature of the circumstance and the uncompleted requirements, how much additional time, up to 12 months, will be allowed for completing the work before a permanent grade is assigned. The justification for the incomplete grade, conditions for make-up, a deadline for completion, and a back-up grade if the course work is not completed by the deadline must be included on the form. Re-enrolling in a course will not make up an incomplete grade. A grade of I is not computed in the calculation of a student's cumulative grade point average until the make-up grade is posted.

There is no automatic time period for completion of the work for which a grade of incomplete is given. The instructor should give the student a reasonable deadline, up to one year after the scheduled end of the course, to complete the work. After 12 months an I (incomplete) grade that has not been replaced with a letter grade is changed permanently to a grade of F or to the backup grade indicated by the faculty member on the Assignment of Incomplete Grade form.

Graduate students cannot register for additional coursework if there are 3 or more temporary grades of incomplete (I) that have not yet been replaced with a permanent grade on their academic record. Student enrolled in graduate study may not graduate with a temporary grade of I on their record, even if that course is not listed on the Program of Study.

NR (no record) is a temporary mark on the transcript assigned by the Registrar if a grade has not been submitted by the instructor at the proper time or if any grade not approved for a particular course has been submitted. As a temporary mark on the transcript the NR must be replaced by a grade. If the NR is not resolved or replaced by the instructor with a valid end-of-term grade before the end of the major (Fall or Spring) term following the term for which the grade of NR was recorded, a grade of F will be assigned.

Academic Credit and Course Policies

Courses numbered 700-899 are restricted to graduate students; courses numbered 500-699 are open to upper-level undergraduate and graduate students. Graduate students registered for courses numbered 500-699 must complete graduate level course work and will receive graduate credit. The course syllabus for 500-699 courses must differentiate the workload and rigor of assessment for graduate students and undergraduates. Undergraduate students must obtain permission of the instructor to register for graduate-level courses. Undergraduates may take no more than 12 graduate credits in their undergraduate degree curriculum.

Occasionally, graduate students may need to enroll in undergraduate courses. The courses will be posted at the undergraduate level on the USC transcript in the manner that the student registered for the course (credit, audit, pass-fail, etc.) and used in enrollment verification calculations.

Graduate students may not enroll for undergraduate credit in courses numbered 500-699 without the permission of their academic advisor and the chair of their graduate program.

Credit by Examination
No graduate credit is offered by examination only.

Academic Standard for Graduation
At the time of degree conferral, the student's graduate cumulative grade point average (GPA) must be at least a 3.00 on a 4.00 scale. Departments, or Programs may have a higher standard to be met. Students are responsible for knowing program policies.

Advisement
Every graduate student admitted to a degree program is entitled to an academic advisor. The academic program chair is the default academic advisor for graduate students until another academic advisor is assigned or an advisory committee is formed. Students are urged to consult with an advisor prior to enrollment.

Graduate Assistantships
A graduate assistantship (GA) is a student enrolled in a graduate program and a special category part-time employee of the University paid by the University's Payroll Department. Graduate assistants may serve as teaching assistants (GTA or ITA), research assistants (RA), or perform administrative duties (GA). Graduate assistants are expected to devote full-time effort to their studies and assistantship responsibilities and are discouraged from having additional employment on or off campus. To be eligible for employment as a graduate assistant, a graduate student must be enrolled in a degree program, be in good standing, and be registered for at least 6 credit during a fall or spring semester. Enrollment load exceptions must be approved by the Department Chair of their graduate program. Availability of graduate assistantships is contingent upon available funding.

Graduate assistants may not work more than 20 hours per week. Rare exceptions to the maximum 20 hour per week work limit may be petitioned from the chair of a graduate program when justification from the student's academic program demonstrates the student will derive direct academic benefit from the additional time. Exceptions will not be granted for any reason other than academic benefit.

Degree Conferral
Students wanting to receive a degree must complete a degree application by the published deadline for that semester. Upon confirmation of a degree audit that meets all university regulations and requirements, the degree will be posted by USCB's Registrar to the student's official academic record. Students may elect to participate in Commencement held once a year, at the end of each Spring term. Diplomas are not awarded at the commencement ceremony. Graduates may expect to receive their diploma within 2-3 months after degree conferral.

Graduate Programs of Study

NOTE: Individual graduate programs may have modified policies that meet the needs of that program. Please consult the Department Chair of the individual graduate program.

Department of Computer Science & Mathematics – *Dr. Brian Canada, Chair*

Computational Science (Master of Science) – *Dr. Brian Canada, Program Coordinator*

Professors

Canada, Brian, Ph.D., Pennsylvania State University
Sanders, Manuel, Ph.D., University of Tennessee

Associate Professors

Erdei, Ronald, Ph.D., Purdue University
Fusi, Davide, Ph.D., University of Utah
Liang, Xuwei, Ph.D., University of Kentucky
Sevim, Volkan, Ph.D., University of North Carolina at Charlotte
Zhang, Xiaomei, Ph.D., Pennsylvania State University

Assistant Professors

Comitz, Paul, Ph.D., Nova Southeastern University
Jones Williams, Morgin, Ph.D., Georgia State University
Thrasher, John, Ph.D., Florida State University

Adjuncts

Rose, Tameka, Ph.D., Capella University

COMPUTATIONAL SCIENCE (MASTER OF SCIENCE)

Purpose Statement

The purpose of the Master of Science in Computational Science (CSCI) is to enable those students who already hold a B.S. degree in science, engineering, or another appropriate discipline to gain advanced knowledge and research experience that are needed for them to become successful computer or computational scientists. The program will endeavor to produce graduates who possess the deeper knowledge and skills in mathematics and computing that will allow them to participate in the extension of scientific thought and knowledge at an advanced level.

Program Goals

- Offer students advanced training in computing and significant exposure to other science and engineering fields.
- Prepare students for careers in broad areas that require extended proficiency in programming, modeling, computing, and software system management.
- Foster a cutting-edge practice for the process of how Mathematics, Computer Science and other areas of science and engineering would integrate meaningfully and impact our everyday lives and the future of the natural world.
- 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 Master 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 area of computational problem-solving.
- Identify and apply methods to efficiently manage data across disciplines.
- Apply critical thinking skills to develop computer simulations and models and solve problems with minimal guidance
- Work fluently with concepts such as numerical methods and computing techniques/theories to solve problems in an application area.
- Communicate technical concepts and results to both specialist and non-specialist audiences, in the form of written technical reports, research theses, scholarly articles, and/or oral presentations.
- Students will gain knowledge of the literature of the discipline and will be engaged in research and/or appropriate professional practice and training.

Admissions Standards for the Computational Science Program

Students must have completed a bachelor's degree (with a minimum cumulative GPA of 3.0 on a 4.0 scale). Additional application requirements—including but not limited to Graduate Record Examination (GRE) test results, two letters of recommendation, and a résumé or CV (curriculum vitae) listing relevant work experience, publications, and projects—are specified online; see https://www.uscb.edu/academics/computer-science-math/computer-science/masters.html for complete details. Certain admission requirements may be waived at the discretion of the program director or the chair of the Department of Computer Science, and certain students may be prescribed additional coursework if they lack prerequisite knowledge in key program areas; these determinations are made on a case-by-case basis.

Transfer Credit

Coursework transferred from another institution must be relevant to the program and have course content and a level of instruction equivalent to that offered by the University's own graduate program. Only courses with a grade of B or higher may be transferred from another institution into the program. Coursework transferred for credit toward the degree must be from an accredited institution and must be no more than six years old at the time of graduation.

Curriculum

USCB offers the Master of Science with a major in Computational Science. To qualify for graduation, a minimum of 30 credit hours must be completed according to the requirements below.

I. Mathematics and Statistics ..... 6 hours required

CSCI B501/STAT B501 Advanced Statistical Methods 3
CSCI B502/MATH B502 Numerical Analysis for Computing 3

II. Core Courses *(each with a grade of "C" or higher)* **..... 9 hours required**

CSCI B500 Practical Computing for Computational Scientists 3
CSCI B550 Systems Modeling and Simulations 3
CSCI B569 High Performance Computing 3

III. Electives *(each with a grade of "C" or higher)* **..... 9 hours required (selected from the following):**

CSCI B515 Topics in Computational Science 3
CSCI B516 Data Communications and Networking 3
CSCI B520 Advanced Topics in Database Systems 3
CSCI B522 Data Mining 3
CSCI B563 Digital Image Processing 3
CSCI B570 Software Systems Design and Implementation 3
CSCI B599 Independent Study 3
CSCI B601 Principles of Computer Security 3
CSCI B622 Data Management and Analytics 3
CSCI B699 Industrial or Research Internship 1-3

IV. Thesis, Project, or Coursework Option ..... 6 hours required

Choose one of the following options:

Project option: CSCI B797 Research Project ..... 3-6 hours (per semester)
or
Master's Thesis option: CSCI B799 Master's Thesis ..... 3-6 hours (per semester)
or
Coursework option: ..... 6 hours

- CSCI B599 or B699
- Additional 3 hours of 500-level CSCI electives

Total hours required 30

Department of Education – *Dr. Elizabeth Hammond, Chair*

Literacy (Master of Education) – *Dr. Elizabeth Hammond, Program Coordinator*

Professors

Marlowe, Bruce A., Ph.D., Catholic University

Associate Professors

Hammond, Elizabeth J., Ph.D., Florida State University
Tompkins, Renarta H., Ph.D., Emory University

Assistant Professors

Kunkle, Amy, Ed.D., Carson-Newman University
Madden, Kathryn, Ed.D., University of South Carolina

Instructors

Galbreath, Alayne, M.Ed. Grand Canyon State University

Field Placement Coordinator

Galbreath, Alayne, M.Ed. Grand Canyon State University

Accreditation Coordinator

Kunkle, Amy, Ed.D., Carson-Newman University

Assessment Coordinator

Hammond, Elizabeth J., Ph.D., Florida State University

Adjuncts

Barton, Alison, M.S., Central Connecticut State University
Caldwell, Jill,, M.S., C.W. Post
Cifaldi, Barbara, Ph.D., University of South Carolina
Holmes, Gloria, Ph.D., State University of New York Stonybrook
Ingram, Carole, M.A., University of South Carolina
McClure, Ellen, M.Ed., Kent State University
Owen, Sarah, Ed.D., University of South Carolina
Pratt, Virginia, Ed.D., University of South Carolina
Rizzi, Mary, Ed.D., University of South Carolina
Sturgis, Cynthia, M.Ed., Indiana University

Master of Education in Literacy (M.Ed.)

Purpose Statement

The purpose of the M.Ed. In Literacy is to prepare certified literacy teachers and literacy coaches capable of teaching research-based strategies with the specific target of improving reading achievement in P-12 classrooms in the Lowcountry of South Carolina and beyond.

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 Master of Education in Literacy are able to…

- Demonstrate knowledge of the theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools;
- Use foundational knowledge to design literacy curricula to meet the needs of learners, especially those who experience difficulty with reading and to design, implement, and evaluate small-group and individual instruction for learners;
- Understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure students' literacy achievement;
- Demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming and advocate for equity at school, district, and community levels;
- Meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners, integrate digital technologies in appropriate, safe, and effective ways and foster a positive climate that supports a literacy-rich learning environment;
- Demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities;
- Complete supervised, integrated, extended clinical experiences that include intervention work with students. Also, to develop professionals who work with their peers and experienced colleagues in school-based setting(s);
- Construct research-based literacy programs within the school and guide faculty and staff in becoming highly effective literacy teachers.

Curriculum

USCB offers the Master of Education in Literacy. To qualify for graduation, coursework must be completed according to the requirements below.

EDRM B626 Research for Literacy Education 3
EDRD B619* Foundations of Reading 3
EDRD B623* Differentiation in Reading Instruction 3
EDRD B624 Assessment & Instruction of English Language Learners 3
EDRD B625* Assessment Strategies for Reading 3
EDRD B626 Writing Across the Curriculum 3
EDRD B629* Content Area Reading & Writing 3
EDRD B640P Practicum in Assessing Teaching English Language Learners 3
EDRD B645 Action Research for Literacy Coaching 3
EDRD B650 Capstone: Literacy Coaching Seminar 3

*Indicates a course needed for Read to Success Endorsement

Total hours required 30

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
*EDRD B619 Foundations of Reading	3	EDRD B624 Assessment and Instruction of English Language Learners	3	*EDRD B625 Assessment Strategies for Reading	3
EDRM B626 Research for Literacy Instruction	3	EDRD B640P Practicum in Assessing and Teaching English Language Learners	3	*EDRD B629 Content Area Reading and Writing	3
Total Semester Hours	**6**	**Total Semester Hours**	**6**	**Total Semester Hours**	**6**
Year 2				*** Indicates a course that is needed for the Read to Succeed Endorsement**	
Fall		**Spring**			
*EDRD B623 Differentiation in Reading Instruction	3	EDRD B645 Advanced Coaching for Literacy Education	3		
EDRD B626 Writing Across the Curriculum	3	EDRD B650 Capstone: Literacy Coaching Seminar	3		
Total Semester Hours	**6**	**Total Semester Hours**	**6**		

Candidates of the program have two options, ***M.Ed. in Literacy*** *or* ***Read to Succeed Certification****. M. Ed. Candidates are required to pass the Praxis for the Literacy Teacher (5204) certification before taking EDRD B650 Capstone: Literacy Coaching, in the spring semester of their second year. After degree is awarded, candidates must submit paperwork to the South Carolina Department of Education for Literacy Coach/Specialist add-on.*

******NOTE: This is not an initial certification program***

Academic Support

Student Success Center

Academic Advising

Successful, self-directed students are our University's aim. To that end, academic advisors are committed to helping students identify and evaluate academic paths that appear to be in their best interest. Advisement at USCB is a collaborative, continuous process of evaluation and clarification; a process leading to student development, growth, and maturity.

Keeping the students' life goals in mind, students and advisors define and assess choices and consequences, ranging from degree program selection to course selection - not only what to take but also why to take it. Advisors take a personal interest in students, guiding them toward a program appropriate for their academic and career aims as well as for life's requirements and challenges. While the advisors' role is critical in this process, the ultimate responsibility for advisement decisions rests with students.

Academic advising 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.

Academic Support

To provide our students with academic support and guidance beyond the classroom experience, the Academic Support offers tutoring and writing support and 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.

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. 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.

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 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. The full Microsoft Office suite and other software supporting academic courses are available on these computers. 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) and text message alert system, we are striving to provide a safe environment for our students to learn.

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.

For technology-related questions or to report an issue, visit www.uscb.edu/itss or call 843-208-8086.

USCB Libraries

The mission of USCB Libraries is to support the educational goals of the university as expressed in its programs and curriculum. USCB Libraries accomplishes its mission by teaching information literacy and research skills, building and maintaining comprehensive collections of physical and digital resources, supporting research and creative scholarship, providing virtual and physical access to collections, and providing spaces for student study and engagement.

The USCB Library provides library services on the Bluffton and Beaufort campuses. There is also a second-floor location at the Hilton Head campus that serves as a self-service, quiet library space. The library on the Beaufort Campus is in the Sandstone Building. The main USCB library is located on the Bluffton Campus on the first floor of the library building. Library staff and faculty are also available virtually. Check out the library's website at http://uscb.edu/library to learn more about library services, including how to get research help, find articles, search the catalog, chat with a librarian, schedule a research consultation with a librarian, or view library hours.

Recommended Library Guides:

- New Student Library Orientation
- How to Research Guide

Library Services for Enrolled Students:

- Virtual and in-person research consultations with research and instruction librarians
- Class instruction and workshops
- Online tutorials/videos/research guides
- Individual and group study spaces
- In-person Librarians and library staff available to help you
- Library tours
- Academic and personal enrichment opportunities
- Computers and printing
- Public Wi-Fi
- Remote access from home for e-books and databases
- Information and technology literacy support
- Course reserves
- Access to scholarly, peer-reviewed journals and citation databases
- Interlibrary loan and the PASCAL Delivers book and journal borrowing from other academic libraries
- Self-service copiers and scanners
- Video and still cameras available for checkout
- Online access to 3.1 million books, periodicals and other materials in USC system libraries
- Access to 90,000+ print books
- Access to 500,000+ ebooks
- Journal and newspaper print collections of 150+
- Online journal collections of 200,000+
- Check-out book period of three weeks

We are also on Facebook at USCB Library!

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 843-208-8352 or email sciences@uscb.edu.

Certificate Programs

Undergraduate certificate programs are an organized series of courses with fewer requirements than degree programs. Undergraduate certificates are designed to provide students with additional knowledge in a specific area to complement their degree program and/or career goals, often offering a multidisciplinary or transdisciplinary focus. Students are not required to be enrolled in a degree program to earn an undergraduate certificate, but students not concurrently enrolled in a degree program may not be eligible for financial aid. Students earning an undergraduate certificate must maintain a minimum institutional GPA of 2.00. At least 50% of undergraduate certificate coursework must be completed at the University of South Carolina Beaufort, and all coursework that applies to the undergraduate certificate must be earned with a grade of C or better. Courses used to satisfy requirements for the undergraduate certificate may apply toward a student's general education, degree program requirements, or requirements of an additional undergraduate certificate. Students must complete an Application for Certificate form for the semester in which they will complete all requirements of the undergraduate certificate. Undergraduate certificates are recorded on the academic transcript.

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
HMSV B403/ SOCY B403/PSYC B403 Working with Older Adults
OR Elective course that includes an aging focus[1] 3
Internship/Practicum[2]..... 3
Minimum Total Certificate Credit Hours.....15

[1]Courses from a pre-approved list across disciplines or selected with the Gerontology Certificate Coordinator.
[2]An Internship/Practicum to be completed in the major at a site relevant to aging and approved by the Gerontology Certificate Coordinator.

Certificate in Criminology & Law – 15 Credits *(Pending Approval)*

Select five (5) courses from the following:

BADM B324 (Commercial Law)
BIOL B451 (Forensic Techniques & Data Analysis)
COMM B303 (Communication Law)
CSCI B201 Introduction to Computer Security)
CSCI B317 (Introduction to Digital Forensics)
ISAT B317 (Ethical Hacking)
ISAT B401 (Information Security Principles)
HIST B430 (US Constitutional History)
HIST B469 (American Legal System)
HRTM B357 (Hotel, Restaurant, and Travel Law)
PSYC/SOCY/HMSV B368 (Introduction to Victim Advocacy)
PSYC B413 (Trauma & Recovery)
PSYC B418 (Psychology of Drug Use & Effects)
PSYC B425 (Psychology of the Legal System)
SOCY B323: Sociology of Deviant Behavior
SOCY B350: Sociology of Delinquent Youth Behavior
SOCY B353: Sociology of Crime
SOCY B358: Perspectives in Criminology and Law
SPRT B320: Sport Law

Note: No more than three courses can be in a single discipline. Additionally, an internship in the major at a site relevant to criminological and/or legal practice is strongly encouraged and may be counted as one of the required five courses.

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.

BIOLOGY

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

BUSINESS ADMINISTRATION

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

ENGLISH

- concentration in Creative Writing
- concentration in Professional Writing

HOSPITALITY MANAGEMENT

- concentration in Event Management

INFORMATION SCIENCE & TECHNOLOGY

- concentration in Cybersecurity

SOCIOLOGY

- concentration in Criminology

STUDIO ARTS

- concentration in Media Art

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 major requirements (including concentrations, cognates, and major electives). 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, program, and major requirements. The minor and baccalaureate degree are earned simultaneously; the minor will be awarded along with the baccalaureate degree upon graduation.

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 Declaration/Change of Minor 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:

African American Studies
AFAM B201, AFAM B202 and 12 credits from at least three different disciplines from the following: EDCI B322, ENGL B270, ENGL B419, ENGL B420, ENGL B428, ENGL B429, ENGL B439, ENGL B441, HIST B352, HIST B415, HIST B443, HIST B492, HMSV B498, IDST B330, IDST B331, IDST B351, IDST B352, IDST B397, SOCY B309, SOCY B314, SOCY B355. (Other courses from various disciplines may be approved by the African American Studies Program Coordinator on a semester-by-semester basis)

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, COMM B201, and 4 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 B102, B104, and B145), CSCI B211, an additional 200 level course, and three Computer Science courses chosen from the 300+ level.

Data Science
18 credit hours, including CSCI B145, CSCI B320, MATH B174, MATH B230, STAT B201, and 3 credit hours from the following: CSCI B146, MATH B142, or any 300+ level CSCI, CSXE, or MATH course.

Education
EDCI B100, EDFO B321 and any 4 of the following: EDCI B243, EDCI B322, EDEC B340, EDEC B342, EDEC B345, EDPY B333, EDPY B335, EDEL B320, EDEL B330, EDRD B318, EDRD B319, EDEX B300.

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
6 credits from ENGL B215, B250, B262, B263, B266.
3 credits from ENGL B200 or above.
9 credits from ENGL B450, B453, B460, B461, B462, B463, B466, B470, B498, B499

Event Management
HRTM B110, B210, B240, B330 and 2 of the following courses: HRTM B201, B345, B350, B357, or B364.

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.

Innovation & Entrepreneurial Studies
ENTR B300, ENTR/HRTM B330, BADM B380 or ENTR B450, and choose 3 of the following: ENTR B400, ENTR B499, ACCT B225/HRTM B221, BADM B210, BADM B345, MKTG B350, COMM B328, ENGL B460, any 300 or 400 level BADM or HRTM courses. Other 300 and 400 level courses outside of major may be approved.

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)
- ENGL B382, ENGL B383, ENGL B384, FREN 400 (for students concentrating on French studies), PHIL B202, ARTH B335, ENGL B385, ENGL B386, HIST B421, 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, ENGL B180, and 12 credits from at least three different disciplines. The following courses are approved for the minor: ARTE B101, COMM B398, COMM B400, 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 THEA 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

Interdisciplinary Minor in Medical & Health Humanities
IDST B260, IDST B297, and 12 additional credit hours from at least two different disciplines from the following: AFAM B201, AFAM B202, ANTH B351, ANTH B352/RELG B360, ANTH B452, BADM B379, COMM B350, COMM B285, ENGL B270, ENGL B428, ENGL B432, ENGL B461, HIST B395, HIST B469, PUBH/HRTM B242, IDST B351, IDST B352, NURS B300, NURS B305, NURS B330, NURS B341, PHIL B211, PSYC B311, PSYC B328, PSYC B361, PSYC B409, PSYC B418, PSYC B465, PUBH B310, PUBH B315, PUBH B320, PUBH B322, PUBH B360, PUBH B328, PUBH B410, SOCY B301, SOCY B303, SOCY B309, SOCY B313, SOCY B341, SOCY B356, SOCY B360, THEA/NURS B341.

Mathematics
MATH B240 and five (5) courses from the following: MATH B230, MATH B242, STAT B340, or any MATH 300-level or 400-level.

Nutrition
PUBH/HRTM B242, PUBH B322, PUBH B328, and 3 classes from the following: IDST B260, PUBH B325, HRTM B320, PUBH B326, PUBH B350, COMM B350, PUBH B431, PUBH B432

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, B380, B409, B465 and two PSYC courses numbered B210 or above (one course only of which may include PSYC B399, B498, or B499).

Public Health
PUBH B310, PUBH B450, and four additional courses from the following list: PUBH B101, any 300-level PUBH course, any 400-level PUBH course.

Sociology
SOCY B101, SOCY B496 or B497, and 4 additional courses at the 300+ level.

Spanish
SPAN B201, B202, B301 and three additional courses at the 300+ level. SPAN B398 may be repeated with different topics. A grade point of 2.0 or better is required for all courses in the Spanish minor.

Sport Management
SPRT B201; Select 3 from the following: SPRT B310, B320, B340, B385, SOCY B370, IDST B325; and select 2 from the following: SPRT B325, B440, B450, B498, COMM B342, B402, HRTM B330, PUBH B325, PSYC B229.

Studio Art
ARTS B102, B103, B104, B111, ARTH B105 or B106, and 2 ARTS 200+ level or higher.

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

Beaufort College Honors Program

The main goal of Beaufort College Honors (BCH) Program is to challenge and stimulate talented, highly motivated students, and enhance their professional and personal growth. Honors status provides preferential access to honors specific educational and extracurricular opportunities designed to foster a commitment to excellence in the classroom and beyond. Interested students may apply as incoming freshmen directly into BCH. Current or transfer students can apply to join Beaufort College Honors after completing at least 15 credit hours at USCB. Students who remain in good standing, complete at least 18 credit hours of honors credit—including at least one capstone honors experience in either the students' major or minor field of study—and have maintained an Institutional GPA of 3.0 or higher by the time of graduation will be recognized at Commencement and receive an Honors designation on their diplomas, as well as an Honors medallion. Confirmation of completion of Honors requirements will be reviewed by the Honors Director or Honors Steering Committee. Honors credit may be earned by taking Honors designated courses or through the creation of Honors Contracts. Honors students who leave USCB must seek reinstatement upon their return if they wish to continue in Honors. Any student found guilty of an honor code violation will be dismissed from Honors. For additional information about USCB Honors and how to apply go to https://academics.uscb.edu/honors/index.html.

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 curriculum, 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 curriculum 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:

Competency Category	Credit Hours
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**

General Education Goals

USCB's general education curriculum 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 curriculum 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 using both physical and digital resources.
- 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 or B201 3

Liberal Arts

Liberal Arts Elective (Humanities or Social/Behavioral Sciences[1]) 6
HIST B101, B102, B111, B112, B115, or B116 3
Fine Arts[2] 3
Social/Behavioral Science[3] 3

[1]Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, COMM, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PUBH B300, PUBH B324, PSYC B380, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

REACH Act (Founding Documents)

South Carolina Act 26 of 2021, known as the REACH Act, mandates undergraduate students to complete a three-credit course that requires, at a minimum, the reading of the U.S. Constitution, the Declaration of Independence, the Emancipation Proclamation, five Federalist Papers, and one document foundational to the African-American Struggle. These documents are known as the "Founding Documents". The General Assembly charged the South Carolina Commission on Higher Education (CHE) with ensuring institutional compliance with these procedures.

Section 2.B. of the Act applies to "the first incoming undergraduate freshman class entering a public institution of higher learning after the effective date of the act." The CHE interprets this provision to apply to the incoming undergraduate freshman class of Academic Year 2021-2022. The CHE interprets that the REACH Act applies to degree-seeking students entering with freshman status who have never enrolled in a post-secondary institution prior to the Fall 2021 term. Students who have earned dual enrollment credits are not considered to have been enrolled previously in a postsecondary institution.

Students who have successfully taken and received a passing grade in AP American Government or US History in high school are exempt from the requirement. Students need only to have taken and passed the AP course, a minimum score on the examination is not required.

Students enrolled in a post-secondary institution prior to the Fall 2021 term are exempt from this requirement.

At USCB, this distribution requirement may be satisfied by one of the below mentioned courses taught at USCB. 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

For a full list of approved courses outside of USCB, please visit www.che.sc.gov. Courses that are transferred into USCB that are on the approved list of courses will satisfy this requirement at USCB.

Effective Spring 2025, transfer students who have transferred in a course that is not on the approved list of courses, however, is articulated to be equivalent to one of USCB's approved courses will be eligible to complete an alternative, self-paced online learning module to satisfy this requirement.

For more information regarding the REACH Act, please visit www.che.sc.gov.

Undergraduate 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.

Department of Business, Hospitality & Communication Studies – *Dr. Richard Heiens, Interim Chair*

Business Administration (Bachelor of Science) – *Dr. Richard Heiens, Program Coordinator*
Communication Studies (Bachelor of Arts) – *Dr. Jason Peterson, Program Coordinator*
Hospitality Management (Bachelor of Science) – *Dr. Sean Barth, Program Coordinator*

Professors
Barth, Sean, Ph.D., Texas Tech University
Catma, Serkan, Ph.D., West Virginia University
Heiens, Richard A., Ph.D., Florida State University
Smith, George, Ph.D., University at Albany, SUNY
Violette, Jayne, Ph.D., University of Kentucky

Associate Professors
Peterson, Jason, Ph.D., University of Southern Mississippi

Assistant Professors
Olivetti, Keri, J.D., University of Tulsa

Senior Instructors
Gibson, Su, M.B.A., University of South Carolina

Instructors
Briggs, Rickard, J.D., John F. Kennedy University
Moreno, Cyrenna, Ed.D., Liberty University
Pedersen, Andrew, <BA., New York University

Adjuncts
Beachkofsky, Sarah, M.B.A., Cambridge Uniiversity
Bond, Christopher J., M.B.A., American International College
Bowen, John R. C., J.D., University of South Carolina
Carey, Brian, M.B.A., Farleigh Dickinson University
Carlson-Myer, Crystal, M.Acc., Georgia Southern University
Cherry, David, M.B.A., University of Georgia
Cook-Overton, Barbara, Ph.D., Louisiana State University
Hampson, Courtney, M.A., Monmouth University
Henz, Thomas, M.B.A., University of Dayton
LeBlanc, Jeffrey, M.B.A., Case Western Reserve University
Lewis, Tom, Ed.D., Nova Southeastern University
Long, Jill, M.A., University of Rhode Island
Migel, Mitchell, Ed.D., East Tennessee University
O'Connor, Stephen, M.B.A., Fairleigh Dickinson University
Perry, Harry, M.S, Indiana University of Pennsylvania
Petrucci, Joan, M.A., Webster University
Prestby, Kelly, M.Acc., Auburn University
Snoddy, Catherine, Ph.D., Capella University
Swift, Peter, D.P.S., Pace University
Vargo, Lori, M.Ed., Xavier University
Weir, Carol, M.A., University of Texas

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:

1. Demonstrate an understanding of business terminology and the basic theoretical concepts in the business disciplines.
2. Demonstrate an understanding of the historical development of business practices.
3. 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.
4. Explain the major theoretical approaches to the study of human behavior relevant to business.
5. 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.
6. Demonstrate the ability to conduct an effective business analysis and prepare a written report with recommendations based on this analysis.
7. Effectively utilize technology resources to perform management functions such as financial analysis, scheduling, production work flows and database storage and retrieval.
8. Conduct business research using major library databases, business journals, and business reference resources.
9. 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 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 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

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

Speech

COMM B140 or B201 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 Arts[2] 3
Social/Behavioral Sciences 3

Majors: *ECON B221 is a program requirement in (II) below and satisfies the Social/Behavioral Sciences requirement.*

[1] Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
[2] Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements 15-19

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

*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, B426[1], B485[2] **18**

[1]Before enrolling in ACCT B426 student must take and pass ACCT B425 with a grade of "C" or higher.

[2]Before enrolling in ACCT B485 student 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 courses for 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

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…

1. Identify and describe the contexts, dynamics, and implications of human communication
2. Explain and apply the major theoretical communication studies perspectives
3. Explain and utilize the major research methodologies used in the study of communication
4. Discuss the implications of factors that affect communication, such as: culture, gender, group composition, leadership, nonverbal behavior, family background, communication environment, and ethics
5. Perform effectively as a communicator in public, group and media communication contexts
6. Analyze and critically evaluate communication practices, structures, messages, and outcomes
7. Critically read and evaluate communication studies research/scholarship
8. Engage in communication studies research/scholarship

Curriculum

USCB offers the Bachelor of Arts 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 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 or B201 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, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
[2] Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding Studies 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

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 *(each with a grade of "C" or higher)* **..... 42**

- COMM B140 Public Communication 3
- COMM B190 Intro to Communication Studies 3
- COMM B201 Interpersonal Communication 3
- COMM B210 or ENGL B250 3
- COMM B240 Media & Society 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**

HOSPITALITY MANAGEMENT (BACHELOR OF SCIENCE)

- **CONCENTRATION IN EVENT MANAGEMENT**

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 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: *if you take CSCI B101 to fulfill this requirement, it will fulfill the Program requirement as well; however, only a total of 3 hours are counted toward the total required hours.*

Speech

COMM B140 or B201 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, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
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Natural Sciences

Two courses, at least one with associated laboratory 7-8

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Global Citizenship and Multicultural Understanding 0-3

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REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements *(2.0 GPA average required)* **..... 6**

CSCI B101 Introduction to Computer Concepts 3
ENGL B263 Introduction to Workplace Writing 3

III. Major Requirements *(2.0 GPA average required)* **51**

Notes: Some courses are only offered every other semester; check with program faculty to determine schedule before registering. USCB's 50% major policy is only applicable to this section for Hospitality Management majors)

HRTM B110 Introduction to Hospitality 3
HRTM B221 Hospitality Accounting 3
HRTM B222 Hospitality Economics 3
HRTM B230 Hospitality Management 3
HRTM B235 Destination Marketing 3
HRTM B245 Professional Development in Hospitality Management 3
HRTM B260 Hotel Management 3
Choose one group 6
HRTM B270, HRTM B311 & HRTM B312[1]
OR
HRTM B370 & PUBH/HRTM B242[2]
HRTM B280 Tourism 3
HTRM B290 Practicum 3
HRTM B355 Facilities Management 3
HRTM B385 Club Management 3
HRTM B421 Finance and Revenue Management for Hospitality 3
HRTM B451 Human Resources in Hospitality Management 3
HRTM B490 Hospitality Management Strategies 3
HRTM B495[3] Hospitality Management Internship 3

[1]HRTM B270, B311 & B312 are Corequisites

[2]Alternate Combination for Palmetto College & USCB Online students

[3]Internship course is only offered in the summer and should be taken after all course work is completed

Events Management Concentration Requirements 15
Choose five (5) courses from the following: SPRT B201, B210, B240, B330, B345, B350, & B364
(NOTE: Students declaring Events Management concentration will not be required to complete the Professional Electives below)

IV. Professional Elective Courses 12
Any course not used to fulfill another degree requirement from the following list: HRTM, BADM, ENTR, MGMT, MKTG, SPRT, PUBH B242, and PUBH B360

V. Electives 7–17
Total hours required 120

Department of Computer Science & Mathematics – *Dr. Brian Canada, Chair*

Computational Science (Bachelor of Science) – *Dr. Brian Canada, Program Coordinator*
Information Science and Technology (Bachelor of Science) – *Dr. Xuwei Liang, Program Coordinator*
Mathematics (Bachelor of Science) – *Dr. Volkan Sevim, Program Coordinator*

Professors
Canada, Brian, Ph.D., Pennsylvania State University
Sanders, Manuel, Ph.D., University of Tennessee

Associate Professors
Erdei, Ronald, Ph.D., Purdue University
Fusi, Davide, Ph.D., University of Utah
Liang, Xuwei, Ph.D., University of Kentucky
Sevim, Volkan, Ph.D., University of North Carolina at Charlotte
Zhang, Xiaomei, Ph.D., Pennsylvania State University

Assistant Professors
Comitz, Paul, Ph.D., Nova Southeastern University
Jones Williams, Morgin, Ph.D., Georgia State University
Thrasher, John, Ph.D., Florida State University

Instructor
Foss, Michael, M.S., Clemson University
Mitra, Adita, M.S., Georgia Southern University

Adjuncts
Abbott, Amy, M.A., Ohio State University
Hogenboom, Tim, M.A., Binghamton University
Kearney, Jennifer, M.A., Fayetteville State University
Kiernan, Katrina, M.A., City College of New York
Raley, Jessica, Ed.D., University of South Carolina
Rose, Tameka, Ph.D., Capella University
Willard, Jeremy, M.S., St. John Fisher College

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

- Graduates of the B.S. Computational Science program will be prepared with a broad technical foundation in computational science and problem solving that allows them to enter professional practice or pursue graduate studies in the discipline.
- Graduates of the B.S. Computational Science program will be prepared with the theoretical and practical knowledge needed to analyze, design, and implement solutions to problems in the field of computational science.
- Graduates of the B.S. Computational Science program will be prepared with the communication skills and experience in teamwork that are conducive to professional practice in the field of computational science.
- Graduates of the B.S. Computational Science program will be prepared with an understanding of the need for life-long learning and with an awareness of cultural, societal, and professional issues

USCB aims to ensure that all students who complete the Bachelor of Science in Computational Science are able to…

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
- Communicate effectively in a variety of professional contexts
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline

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 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 or B201 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 Arts[2] 3
Social/Behavioral Sciences[3] 3

[1]Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements *(each with a grade of "C" or higher)* **..... 34-36**

CSCI B102 Introduction to HTML & CSS..... 3
CSCI B104 Computer Programming Techniques, Practices, and Tools..... 3
CSCI B150 Introduction to Computer Science 3
CSCI B145 Object-Oriented Programming I **and** CSCI B146 Object-Oriented Programming II..... 8
CSCI B240 Introduction to Software Engineering.....3
MATH B240 Calculus III 4
CSCI B280/MATH B280 Computational Mathematics
-OR- MATH B230 Linear Algebra and MATH B242 Differential Equations..... 4-6
ENGL B262 or B462 Technical Writing (Note: ENGL B262 is preferred) 3
STAT B240 Fundamentals of Probability & Statistics -**or-**
*STAT B340 Introduction to Probability & Statistics 3

Majors: *nine hours of General Education requirements are accounted for in Program Requirements.*

***NOTE: Students who double major in Computational Science and Mathematics must take STAT B340, which is a program requirement for the Bachelor of Science degree in Mathematics.**

III. Major Requirements *(each with a grade of "C" or higher)* **..... 27**

CSCI B320 Database Management Systems I 3
CSCI B350 Intro to Data Structures and Algorithms 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 System Process and Management..... 3

IV. Advanced Free Electives *(each with a grade of "C" or higher)* **..... 9**

Any nine (9) credits in free electives at the 200-level or higher.

V. Electives 15-27

Total hours required 120

Pre-Engineering Track

The Pre-Engineering Track is designed to facilitate the transfer of qualified USCB students into the University of South Carolina College of Engineering and Computing (USC-CEC)'s undergraduate degree programs in engineering. Students may complete up to two years (four semesters) of their education at USCB, and during that time it is expected that students will complete rigorous coursework in mathematics, natural sciences, and other subjects as appropriate and necessary in order to help enable a smooth transition into their selected engineering program at USC-Columbia. The Pre-Engineering Track is housed in the Department of Computer Science & Mathematics at USCB. For more information, please email preeng@uscb.edu.

INFORMATION SCIENCE & TECHNOLOGY
(BACHELOR OF SCIENCE)

Note: *For information specific to the Bachelor of Science in Information Science & Technology with a* ***Concentration in Cybersecurity****, please see p. 126 in this bulletin.*

Purpose Statement

The purpose of the Bachelor of Science in Information Science & Technology (ISAT) is to provide students with the knowledge and technical skills in both information processing and technology management. Graduates of the program will be equipped with broad knowledge in the design and integration of information technologies, enabling the development and implementation of new technologies for various science and business sectors.

Program Goals

- Graduates of the Information Science & Technology (ISAT) program will be prepared with a broad technical foundation in information science and technology and problem solving that allows them to enter professional practice or pursue graduate studies in the discipline.
- Graduates of the Information Science & Technology (ISAT) program will be prepared with the theoretical and practical knowledge needed to analyze, design, and implement solutions to problems in the field of information science and technology.
- Graduates of the Information Science & Technology (ISAT) program will be prepared with the communication skills and experience in teamwork that are conducive to professional practice in the field of information science and technology
- Graduates of the Information Science & Technology (ISAT) program will be prepared with an understanding of the need for life-long learning and with an awareness of cultural, societal, and professional issues

USCB aims to ensure that all students who complete the Bachelor of Science in Information Science & Technology are able to…

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
- Communicate effectively in a variety of professional contexts
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
- Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems

Admissions Standards for the Information Science & Technology Program

Students who fulfill USCB admission requirements may enroll as Information Science & Technology majors. Transfer students are required to have a 2.0 GPA.

Curriculum

USCB offers the Bachelor of Science in Information Science & Technology. To qualify for graduation, a student must meet general education requirements and Information Science & Technology core requirements as stated below.

I. General Education Requirements with Notes for Majors 38-49

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 **7-8**

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

Speech

COMM B140 or B201 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 Arts[2] 3

Social/Behavioral Sciences[3] 3

[1]Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, RELG B203, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements *(each with a grade of "C" or higher)* **39**

ISAT B102 Introduction to HTML & CSS 3
ISAT B104 Software Design and Development 3
ISAT B150 Introduction to Computer Science 3
ISAT B145 Object-Oriented Programming I **and** ISAT B146 Object Oriented Programming II 8
ISAT B201 Introduction to Computer Security 3
ISAT B207 Computer System Administration 3
ISAT B211 Digital Logic Design **and** ISAT B212 Intro to Computer Architecture 6
MATH B141 Calculus I 4
ENGL B262 or B462 Technical Writing 3
STAT B240 Fundamentals of Probability and Statistics* 3

Majors: *seven hours of General Education requirements are accounted for in Program Requirements.*

**NOTE: STAT B240 is the program requirement; however, in exceptional circumstances, STAT B201 may be used as a substitute with appropriate justification as well as permission of the Computer Science & Mathematics department chair.*

III. Major Requirements *(each with a grade of "C" or higher)* **22-27**

ISAT B320 Database Management Systems I 3
ISAT B321 Database-Driven Applications Development 3
ISAT B350 Intro to Data Structures and Algorithms 3
ISAT B437 Information Technology Project Management 3
ISAT B470 Software System Process and Management 3
ISAT B416 Intro to Computer Networks 3
ISAT B401 Information Security Principles 3
ISAT B499 Internship 1-6

IV. Electives **6-24**

Total hours required **120**

INFORMATION SCIENCE & TECHNOLOGY (BACHELOR OF SCIENCE)

- CONCENTRATION IN CYBERSECURITY

Purpose Statement

The purpose of the Bachelor of Science in Information Science & Technology (ISAT) with Concentration in Cybersecurity is to educate and train students for careers in technical areas related to the field of cybersecurity. Students completing the core courses of this program will gain deep technical knowledge to develop and maintain cybersecurity solutions along with an understanding of non-technical areas including administrative, ethical, and legal aspects of cybersecurity. And because the program encompasses the core requirements of the general ISAT major, the program also provides students with the knowledge and technical skills in both information processing and technology management. Graduates of the program will be equipped with broad knowledge in the design and integration of information technologies, enabling the development and implementation of new technologies for various science and business sectors.

The curriculum for the ISAT major with Cybersecurity concentration is largely identical to that of the general ISAT major with no declared concentration (see p. 123), with the exception that three "free elective" courses are replaced with nine (9) credits of cybersecurity-focused coursework, including two core required courses and one cybersecurity elective course. These courses complement two additional 3-credit cybersecurity concentration courses, ISAT B201 (Introduction to Computer Security) and ISAT B401 (Information Security Principles), which are already required for ISAT majors, regardless of concentration area. Consequently, the ISAT major with Cybersecurity concentration includes a total of 15 credit hours of cybersecurity-specific coursework.

In addition, the ISAT major with Concentration in Cybersecurity has been designed to align with the knowledge units required by the U.S. Department of Homeland Security (DHS) and the U.S. National Security Agency (NSA) for the University of South Carolina Beaufort to be officially designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD). As a primary academic partner in the newly-formed South Coast Cyber Center, USCB has received a share of a $1.3 million grant from the U.S. Department of Defense Office of Economic Adjustment to help achieve the CAE-CD designation in the near future. With this in mind, students who complete the ISAT major with a Concentration in Cybersecurity can expect to receive a cybersecurity education that meets or exceeds an exceptionally high and national standard of excellence.

Program Goals

- Graduates of the Information Science & Technology (ISAT) program will be prepared with a broad technical foundation in information science and technology and problem solving that allows them to enter professional practice or pursue graduate studies in the discipline.
- Graduates of the Information Science & Technology (ISAT) program will be prepared with the theoretical and practical knowledge needed to analyze, design, and implement solutions to problems in the field of information science and technology.
- Graduates of the Information Science & Technology (ISAT) program will be prepared with the communication skills and experience in teamwork that are conducive to professional practice in the field of information science and technology
- Graduates of the Information Science & Technology (ISAT) program will be prepared with an understanding of the need for life-long learning and with an awareness of cultural, societal, and professional issues

USCB aims to ensure that all students who complete the Bachelor of Science in Information Science & Technology are able to…

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
- Communicate effectively in a variety of professional contexts

- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
- Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems
- Apply security principles and practices to maintain operations in the presence of risks and threats.

Admissions Standards for the Information Science & Technology Program with Concentration in Cybersecurity

Students who fulfill USCB admission requirements can, upon enrollment, major in Information Science & Technology with a Concentration in Cybersecurity. Transfer students are required to have a 2.0 GPA.

Curriculum

USCB offers the Bachelor of Science in Information Science & Technology (ISAT) with Concentration in Cybersecurity. To qualify for graduation, a student must meet general education requirements, Information Science & Technology program and major requirements, and Cybersecurity Concentration requirements, as stated below.

I. General Education Requirements with Notes for Majors 38-49

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 7-8

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

Speech

COMM B140 or B201 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 Arts[2] 3
Social/Behavioral Sciences[3] 3

[1]Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements *(each with a grade of "C" or higher)* **39**

ISAT B102 Introduction to HTML & CSS 3
ISAT B104 Software Design and Development 3
ISAT B150 Introduction to Computer Science 3
ISAT B145 Object-Oriented Programming I **and** ISAT B146 Object Oriented Programming II 8
ISAT B201 Introduction to Computer Security *(Cybersecurity concentration requirement)* 3
ISAT B207 Computer System Administration 3
ISAT B211 Digital Logic Design **and** ISAT B212 Intro to Computer Architecture 6
MATH B141 Calculus I 4
ENGL B262 or B462 Technical Writing 3
*STAT B240 Fundamentals of Probability and Statistics 3

Majors: *seven hours of General Education requirements are accounted for in Program Requirements.*

***NOTE: STAT B240 is the program requirement; however, in exceptional circumstances, STAT B201 may be used as a substitute with appropriate justification as well as permission of the Computer Science & Mathematics department chair.**

III. Major Requirements *(each with a grade of "C" or higher)* **31-36**

ISAT B317 Introduction to Digital Forensics *(Cybersecurity concentration requirement)* 3
ISAT B318 Ethical Hacking *(Cybersecurity concentration requirement)* 3
ISAT B320 Database Management Systems I 3
ISAT B321 Database-Driven Applications Development 3
ISAT B350 Intro to Data Structures and Algorithms 3
ISAT B401 Information Security Principles 3
ISAT B416 Intro to Computer Networks 3
ISAT B437 Information Technology Project Management 3
One 400-level ISAT Cybersecurity elective, selected from: ISAT B415 (Network Security) **or ISAT B455 (Cryptography) **or** ISAT B409 (Special Topics in Security) *(Cybersecurity concentration requirement)* 3
ISAT B470 Software System Process and Management 3
ISAT B499 Internship 1-6

***NOTE: ISAT B415 to be approved during the 2023-24 academic year.**

IV. Electives 6-15

Total hours required 120

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 in the Secondary Teacher Education Track, the program goal is to prepare teacher candidates who demonstrate deep content knowledge, strong pedagogical skills, and professional teacher dispositions.

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.
- Utilize appropriate methods of communicating mathematical information at a level of sophistication appropriate for the intended audience.

USCB aims to ensure that all students who complete the Bachelor of Science in Mathematics, Secondary Education Track are able to…

- Demonstrate deep content knowledge to plan instruction at the level of proficiency, as defined by South Carolina Teaching Standards;
- Deliver instruction at the level of proficiency, as defined by South Carolina Teaching Standards;
- Manage the classroom environment at the level of proficiency, as defined by South Carolina Teaching Standards;
- Demonstrate professional teacher dispositions at the level of proficiency, as defined by South Carolina Teaching Standards.

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 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 or B201 3

Majors: *Secondary Teacher Education track requires COMM B140: Public Communication*

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, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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.

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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

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 Abstract Algebra II or MATH B451 Analysis II.....3
MATH B480 or (B497 & B499) 3
*Nine additional MATH hours at 300+ level.....9
Electives 22-32
Total Hours Required..... 120

**With explicit written permission of the Computer Science & Mathematics department chair, selected courses in Computational Science (300-500 level) and/or ISAT B455: Cryptography may be used to fulfill certain 300/400-level MATH elective requirements*

IV B. Major Requirements – Secondary Teacher Education Track
(Professional Education Courses) 50

MATH B419 Mathematical Modeling or MATH B427 Numerical Analysis 3
MATH B421 Mathematics for Secondary Teachers 3
EDFO B321 Foundations of American Education 3
EDPY B335 Introduction to Educational Psychology 3
EDEX B301 Introduction to Exceptional Populations at the Secondary Level 3
EDCI B100 Observation and Analysis 3
EDCI B320 Curriculum Planning, Technology, and Assessment in Secondary Education 3
EDCI B442 Organization and Management in the Secondary 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 B429 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

† Requires admittance to the Secondary Teacher Education track

Total Hours Required 120

Department of Education – *Dr. Elizabeth Hammond, Chair*

Early Childhood Education (Bachelor of Arts) – *Dr. Elizabeth Hammond, Program Coordinator*
Elementary Education (Bachelor of Arts) – *Ms. Alayne Galbreath, Program Coordinator*

Professors
Marlowe, Bruce A., Ph.D., Catholic University

Associate Professors
Hammond, Elizabeth J., Ph.D., Florida State University
Tompkins, Renarta H., Ph.D., Emory University

Assistant Professors
Kunkle, Amy, Ed.D., Carson-Newman University
Madden, Kathryn, Ed.D., University of South Carolina

Instructors
Galbreath, Alayne, M.Ed. Grand Canyon State University

Field Placement Coordinator
Galbreath, Alayne, M.Ed. Grand Canyon State University

Accreditation Coordinator
Kunkle, Amy, Ed.D., Carson-Newman University

Assessment Coordinator
Hammond, Elizabeth L., Ph.D., Florida State University

Adjuncts
Barton, Alison, M.S., Central Connecticut State University
Caldwell, Jill, M.S., C.W. Post
Cifaldi, Barbara, Ph.D., University of South Carolina
Holmes, Gloria, Ph.D., State University of New York Stonybrook
Ingram, Carole, M.A., University of South Carolina
McClure, Ellen, M.Ed., Kent State University
Owen, Sarah, Ed.D., University of South Carolina
Poore, Daphne, Ed.D. Walden University
Pratt, Virginia, Ed.D., University of South Carolina
Rizzi, Mary, Ed.D., University of South Carolina
Sturgis, Cynthia, M.Ed., Indiana University

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 goal of the Early Childhood Education major is to prepare teacher candidates who demonstrate 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 deep content knowledge to plan instruction at the level of proficiency, as defined by South Carolina Standards 4.0.
- Deliver instruction at the level of proficiency, as defined by South Carolina Standards 4.0.
- Manage the classroom environment at the level of proficiency, as defined by South Carolina Standards 4.0.
- Demonstrate professional teacher disposition at the level of proficiency, as defined by South Carolina Standards 4.0.

Candidate Progression:

Each of USCB's 4 teacher certification tracks has four levels through which candidates must progress in order to successfully complete the educator preparation program.

Program Benchmark	Requirements for Entry
Pre-Professional	• Attend the Pre-Professional Orientation during first semester in the major. • Students must *attempt* the Praxis Core exam (this includes ALL 3 subtests: reading, writing, & math) during their first year as an education major. • Students must complete EDCI B110 if they do not pass the writing subtest of the Praxis Core exam. • Students must complete EDCI B111 if they do not pass the math subtest of the Praxis Core exam.
Professional	• 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 1100 on the SAT (score of 550 on the Evidence-based Reading and Writing portion may exempt the Reading and Writing subtests of Praxis Core; score of 550 on Math portion may exempt Mathematics subtest of Praxis Core) (See EPP Handbook Appendix for additional details.) • Complete the online Ethics Training and provide a Certificate of Completion. • Read the Model Code of Ethics for Educations (MCEE) and sign the attestation. • Complete 25 hours working with children or adolescents (or the Teacher Cadet Program).
Internship	• Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Presentation for Internship Eligibility (PIE).
Program Completion	• Pass the clinical Internship • Pass the Senior Seminar • Pass the Praxis PLT exam for grade-span of certification • Receive a college recommendation for educator certification to teach in South Carolina.

Praxis Core Examination Policy

To remain in good standing within the Education program—whether pursuing Early Childhood, Elementary, or Secondary Education (English or Mathematics)—students must attempt all three Praxis Core subtests (Reading, Writing, and Mathematics) during their first academic year on campus.

Failure to attempt all three subtests within this timeframe will result in the student being manually removed from the Education major by the Registrar's Office. Additionally, affected students will be prohibited from enrolling in future education courses until all three subtests of the Praxis Core exam have been attempted.

This policy is strictly enforced to ensure timely progress through the teacher preparation program and to uphold state and program certification standards.

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 Pre-Professional Orientation.
_____Passed the Praxis Core exams (or earned needed ACT/SAT scores).
_____Cumulative 2.75 GPA in all undergraduate coursework.
_____Completed all Pre-Professional & required content area courses with a "C" or higher.
_____Overall GPA of 3.0 in all Department of Education courses.
_____Completed all general education and content area requirements.
_____Completed 25 hours of working with children or adolescents (or Teacher Cadet Program).
_____Completed the Ethics Training Module (email Ms. Stalzer for login info: pstalzer@uscb.edu)
_____Read the Model Code of Ethics for Educators (MCEE) and signed the attestation.
_____Current TB test result will be required prior to the first day of class.
_____Purchase LiveText by Watermark ™ student membership prior to first day in the Professional Program. (livetext.com/purchase membership)

Submission dates:

February 1 and October 1

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 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 Manual for how these are assessed), their required Praxis II exams, and the Presentation for Internship Eligibility (PIE).

Praxis II Exams

The specific teacher education program in which the candidate is enrolled determines which Praxis exam they must pass in order to enter Internship. Candidates can find the required tests they need to take in the EPP Handbook Appendix.

Presentation for Internship Eligibility (PIE)

Teacher candidates who have passed all practicum experiences will schedule an appointment with Ms. Stalzer 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 Teaching 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 the EPP Handbook 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.

Internship and Senior Seminar

Detailed requirements for the Internship can be found in the Field Manual. Candidates will be assessed using the South Carolina Teaching Standards 4.0. While candidates will receive either Satisfactory or Unsatisfactory (S/U) for the internship, they will earn a letter grade in the Senior Seminar. Candidates will be assessed on their attendance, class participation, dispositions, and assignments, including the Teacher Work Sample, which is described in the Senior Seminar syllabus. Unexplained or excessive absences in this class could result in candidates receiving a failing grade.

Program Completion

Successful completion of the certification program requires earning a passing grade in both Internship (see the Field Manual for how this is assessed) and Senior Seminar. Teacher Candidates must also pass the Praxis PLT exam for grade-span of certification and receive a college recommendation for educator certification to teach in South Carolina.

Curriculum

LEVEL I

General Education and Program Requirements..... 43-51

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 (with a grade of "C" or higher)
MATH B222 (with a grade of "C" or higher)

Speech **3**

COMM B140 or B201

Liberal Arts

Liberal Arts Elective (Humanities or Social/Behavioral Sciencs[1]) 6
HIST B111 or B112 (Note: HIST B111 satisfied REACH Act requirement) 3
Fine Arts[2] 3
Social/Behavioral Science[3] 3

[1]Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, COMM, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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

BIOL B220 (with a grade of "C" or higher) 4
Additional course from ASTR, BIOL, CHEM, MSCI, and PHYS 3-4

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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding **3**

A distribution requirement that may be satisfied by one of the below 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.

NOTE: This requirement is satisfied by *EDCI B322* within the Pre-Professional Courses.

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

Pre-Professional Courses *(each with a grade of 'C' or higher)* **27-29**

EDCI B100, B110*, B111*, B243, B322 9-11
EDFO B321 3
EDPY B333, B335 6
EDEC B340, B342 6
EDRD B318 3

**NOTE: EDCI B110 & B111 waived if corresponding Praxis Core exam is passed on 1st attempt*

LEVEL II

Professional Program Courses *(each with a grade of "C" or higher* **30**

EDCI B441 3
EDEC B435, B437, B438, B440P 12
EDEX B300 3
EDRD B425, B428, B430, B450P 12

LEVEL III

Clinical Internship

EDEC B469 (with a grade of 'S'), B476 *(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 goal of the Elementary Education major is to prepare teacher candidates who demonstrate 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 deep content knowledge to plan instruction at the level of proficiency, as defined by South Carolina Standards 4.0.
- Deliver instruction at the level of proficiency, as defined by South Carolina Standards 4.0.
- Manage the classroom environment at the level of proficiency, as defined by South Carolina Standards 4.0.
- Demonstrate professional teacher disposition at the level of proficiency, as defined by South Carolina Standards 4.0.

Candidate Progression:

Each of USCB's 4 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	• Attend the Pre-Professional Orientation during first semester in the major. • Students must attempt the Praxis Core exam (this includes ALL 3 subtests: reading, writing, & math) during their first year as an education major. • Students must complete EDCI B110 if they do not pass the writing subtest of the Praxis Core exam. • Students must complete EDCI B111 if they do not pass the math subtest of the Praxis Core exam.
Professional	• 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 1100 on the SAT (score of 550 on the Evidence-based Reading and Writing portion may exempt the Reading and Writing subtests of Praxis Core; score of 550 on Math portion may exempt Mathematics subtest of Praxis Core) (See EPP Handbook Appendix for additional details.) • Complete the online Ethics Training and provide a Certificate of Completion. • Read the Model Code of Ethics for Educations (MCEE) and sign the attestation. • Complete 25 hours working with children or adolescents or the Teacher Cadet Program.
Internship	• Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Presentation for Internship Eligibility (PIE).
Program Completion	• Pass the clinical Internship • Pass the Senior Seminar • Pass the Praxis PLT exam for grade-span of certification • Receive a college recommendation for educator certification to teach in South Carolina.

Praxis Core Examination Policy

To remain in good standing within the Education program—whether pursuing Early Childhood, Elementary, or Secondary Education (English or Mathematics)—students must attempt all three Praxis Core subtests (Reading, Writing, and Mathematics) during their first academic year on campus.

Failure to attempt all three subtests within this timeframe will result in the student being manually removed from the Education major by the Registrar's Office. Additionally, affected students will be prohibited from enrolling in future education courses until all three subtests of the Praxis Core exam have been attempted.

This policy is strictly enforced to ensure timely progress through the teacher preparation program and to uphold state and program certification standards.

Admission into the Professional Program

Teacher candidates seeking to enter the Professional Program must complete the Professional Program Admission Checklist (see below).

USCB
UNIVERSITY OF SOUTH CAROLINA BEAUFORT

Educator Preparation Program

Professional Program Admission Checklist

Student Name _____ **Advisor _____**

Phone # _____ **E-Mail _____**

Teacher Certification Program _____

_____Attended the Pre-Professional Orientation.
_____Passed the Praxis Core exams (or earned needed ACT/SAT scores).
_____Cumulative 2.75 GPA in all undergraduate coursework.
_____Completed all Pre-Professional & required content area courses with a "C" or higher.
_____Overall GPA of 3.0 in all Department of Education courses.
_____Completed all general education and content area requirements.
_____Completed 25 hours of working with children or adolescents (or Teacher Cadet Program).
_____Completed the Ethics Training Module (email Ms. Stalzer for login info: pstalzer@uscb.edu)
_____Current TB test results will be required prior to the first day of class.
_____Purchase LiveText by Watermark™ student membership prior to first day in the Professional Program. (livetext.com/purchase membership)

Submission dates:

February 1 and October 1

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 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 Manual for how these are assessed), their required Praxis II exams, and the Presentation for Internship Eligibility (PIE)

.

Praxis II Exams

The specific teacher education program in which the candidate is enrolled determines which Praxis exam they must pass in order to enter Internship. Candidates can find the required tests they need to take in the EPP Handbook Appendix.

Presentation for Internship Eligibility

Teacher candidates who have passed all practicum experiences will schedule an appointment with Ms. Stalzer 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 Teaching 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 the EPP Handbook 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.

Internship and Senior Seminar

Detailed requirements for the Internship can be found in the Field Manual. Candidates will be assessed using the South Carolina Teaching Standards 4.0. While candidates will receive either Satisfactory or Unsatisfactory (S/U) for the Internship, they will earn a letter grade in the Senior Seminar. Candidates will be assessed on their attendance, class participation, dispositions, and assignments, including the Teacher Work Sample, which is described in the Senior Seminar syllabus. Unexplained or excessive absences in this class could result in candidates receiving a failing grade.

Program Completion

Successful completion of the certification program requires earning a passing grade in both Internship (see the Field Manual for how this is assessed) and Senior Seminar. Teacher Candidates must also pass the Praxis PLT exam for grade-span of certification and receive a college recommendation for educator certification to teach in South Carolina.

Curriculum

LEVEL I

General Education and Program Requirements..... 43-51

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 (with a grade of "C" or higher)
MATH B222 (with a grade of "C" or higher)

Speech **3**

COMM B140 or B201

Liberal Arts

Liberal Arts Elective (Humanities or Social/Behavioral Sciencs[1]) 6
HIST B111 or B112 (Note: HIST B111 satisfied REACH Act requirement) 3
Fine Arts[2] 3
Social/Behavioral Science[3].....3

[1]Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, COMM, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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

BIOL B220 (with a grade of "C" or higher) 4
Additional course from ASTR, BIOL, CHEM, MSCI, and PHYS 3-4

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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding **3**

A distribution requirement that may be satisfied by one of the below 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.

NOTE: This requirement is satisfied by ***EDCI B322*** within the Pre-Professional Courses.

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

Pre-Professional Courses *(each with a grade of 'C' or higher)* **30-32**

EDCI B100, B110*, B111*, B243, B322 9-11
EDFO B321 3
EDEL B320, B330 6
EDPH B231 3
EDPY B333, B335 6
EDRD B318 3

**NOTE: EDCI B110 & B111 waived if corresponding Praxis Core exam is passed on 1st attempt*

LEVEL II

Professional Program Courses *(each with a grade of "C" or higher)* **30**

EDCI B441 3
EDEL B431, B432, B443, B440P 12
EDEX B300 3
EDRD B425, B428, B433, B450P 12

LEVEL III

Clinical Internship

EDEL B470 (with a grade of 'S'), B476 *(with a grade of "C" or higher)* **15**

LEVEL IV

Complete Teacher Certification and Graduation Requirements

Total hours required 123

Department of English, the Arts, & 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. Sam Morris, Program Coordinator*
Interdisciplinary Studies (Bachelor of Arts) – *Libby Ricardo, Program Coordinator*
Studio Art (Bachelor of Arts) – *Jim Sidletsky, Program Coordinator*

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

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

Associate Professors
Angell, Joanna, M.F.A., University of Georgia
Barnes, Mollie, Ph.D., University of Georgia
Ciresi, Lisa Victoria, Ph.D., Rutgers University
Kilgore, Robert, Ph.D., University of South Carolina
Hoffer, Lauren, Ph. D., Vanderbilt University
Pate, George, Ph.D., University of Georgia
Ricardo, Elizabeth, M.F.A., University of Georgia
Sidletsky, James, M.F.A, Savannah College of Art & Design

Assistant Professors
Jimenez, Chelsea, Ph. D., University of Pittsburgh
Morris, Sam, Ph.D., University of Arkansas

Instructors
Barnes, Emma, M.F.A., Alfred University
Leaphart, Amy E., M.A., University of South Carolina; M.S., The Citadel
McQuillen, Jeffrey, M.A., Clemson University

Adjunct
Duffy, James, M.A., University of Missouri
Harris, Robert, M.A., West Chester University of Pennsylvania
Layton, Shawn, M.A., The College of New Jersey
Lejeune, Danelle, M.F.A., Savannah College of Art and Design; M.A., Iowa State University
Lovell, Laurie, M.F.A., Savannah College of Art and Design
Perry, Angela, Ed. D., University of South Carolina
Woods, Gabriel, Ph.D., Liberty University

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 in English is designed to be flexible enough to provide students with a strong background for graduate studies across an array of disciplines and/or preparation for professions in such fields as business and non-profit sectors, law, government, medicine, journalism, library science, education, editing and publishing, professional writing, religious work, public relations/marketing, and other careers pathways that utilize high competencies in critical and creative thinking, oral and written communication, analytical reading, multicultural awareness and sensitivity, collaboration and leadership, problem-solving, as well as project design and management. For more information about what is possible with a degree in English, please visit https://www.uscb.edu/academics/etais/english/index.html.

Students seeking the Bachelor of Arts degree in English must earn a grade of "C" or better in all required English courses at the 200 level and above 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 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 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 B201 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, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. 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.

[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, **ENGL B270**, ENGL B291, ENGL B441, GEOG B121, GLST BB01, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

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

Language 0-3

This requirement may be satisfied by completing one of the following:

- ENGL B450: Modern English Grammars
- ENGL B453: Development of the English Language
- A foreign literature in translation course or study abroad
- Demonstrated proficiency in a foreign language at the 201 level (typically SPAN B201 or FREN B201) or with a score of four or better on a USCB foreign language proficiency test. Placement and Challenge exams for credit in Spanish or French are available. For guidance regarding other languages, or English as a second language, please ask your advisor.

History (an additional selection from HIST B101, B102, B111, B112, B115 or B116) 3
Writing Course Choose one course from the following:
ENGL B222, B244, B250, B262, B263B464 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.

III. Major Requirements *(each with a grade of "C" or higher)* **..... 30**

General Major
Two courses in Literary Histories pre-1800 at the 300 level or higher[4] 6
Three courses in Literary Histories post-1800 at the 300 level or higher[5] 9
ENGL B441 or B442: a course in literary theory 3
ENGL B490 3
ENGL B491 1
Four additional courses at the 300 level or higher[6] 12

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

Professional Writing Concentration[7]
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

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

Creative Writing Concentration[8]
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

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

IV. Electives 22-25

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 ELA Licensure are able to…

- Demonstrate deep content knowledge to plan instruction at the level of proficiency, as defined by South Carolina Teaching Standards 4.0;
- Deliver instruction at the level of proficiency, as defined by South Carolina Teaching Standards 4.0;
- Manage the classroom environment at the level of proficiency, as defined by South Carolina Teaching Standards 4.0;
- Demonstrate professional teacher dispositions at the level of proficiency, as defined by South Carolina Teaching Standards 4.0.

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	• Attend the Pre-Professional Orientation prior to the completion of EDCI 100*
Professional	• 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	• Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Internship Eligibility Presentation.
Program Completion	• 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 of Arts 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 Majors 37

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 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]English majors use 6 hours of their major prerequisites (ENGL B200, B287, B288, or B289) toward this requirement.
[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the below 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.

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

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 B441 or 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 B320 3
EDRD B319 3
EDFO B321 3
EDPY B335 3
EDRD B429 3
EDCI B442 3

* EDCI B100 is a prerequisite 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 B301 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 B491 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

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 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 or B201 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, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

[2]courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

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

A minimum of 36 hours of 300/400 level coursework in two or more disciplines (IDST B250 and IDST B260 will be accepted as well), as proposed and approved in IDST B297 as the student's own interdisciplinary curriculum.
No course submitted in fulfillment of the general education requirements may be included in the major requirements, and all IDST major courses must have a grade of "C" or better. A grade of "D" or better is allowed for major courses outside of the IDST discipline.

IDST B397: Readings in Philosophy may be taken for major credit and is recommended as a foundational study for interdisciplinary programs. To major in Interdisciplinary Studies, a student must expect to concentrate primarily in the humanities and social sciences.

IV. Field Requirements 18

Completion of an approved Minor or as an alternate, a group of courses consisting of 18 credits of 300/400 level coursework in a single discipline.

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 a focus in visual art and the history of art, within the context of the liberal arts. The program will prepare graduates both for professional careers and graduate programs in visual art and design. The combination of an intensive liberal arts background with studio art proficiency and practical experience will help students integrate and apply their knowledge, skills and perspectives as engaged lifelong learners in a changing world and will give them the background required for meaningful lives and careers in visual art and design.

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 …

- think critically and analytically to construct multiple creative solutions to design problems in 2-dimensional, 3-dimensional, and time-based or interactive artwork, working independently and collaboratively where appropriate to the area of specialization.
- develop and create meaningful artworks and design solutions through self-directed investigations and significant technical mastery in general and specific areas of visual art including: Ceramics, Drawing, Media Arts, Painting, Digital Photography/Imaging, Printmaking, and Sculpture.
- successfully participate in the professional production of creative artwork which evidences their personal vision while continuing to refine their concept, construction, and craft through critical self-assessment.
- create, write, and speak articulately about their artworks' purpose and meaning while grounded in the theory and history of art and design, and within the context of global contemporary art.
- effectively analyze visual culture as a means of communication, using a specialized language of terms and concepts relevant to the discipline as they construct and defend judgements about artworks to both professionals and laypersons.
- demonstrate competency in preparing their artistic productions for competitive exhibitions and professional application.

Curriculum

The Bachelor of Arts 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 of Arts 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 or B201..... 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, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding Studies 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

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**

ARTS B102 or MART B102 3
ARTS B103 2-Dimensional Design 3
ARTS B104 3-Dimensional Design3 3
ARTS B111 Drawing I 3

Prerequisites – The four foundation courses above must be taken before additional 200-level or higher courses

ARTS/MART 200-level (and higher): courses in at least 2 different studio areas 12
ARTS/MART 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

[1]complete 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

Department of Humanities & Social Sciences – *Dr. Kimberly Cavanagh, Chair*

History (Bachelor of Arts) – *Dr. Timothy James, Program Coordinator*
Psychology (Bachelor of Arts) – *Dr. Cindy J. Lahar, Program Coordinator*
Sociology (Bachelor of Arts) – *Dr. Summer Roberts, Program Coordinator*

Distinguished Professor Emeritus
Spirrison, Charles, Ph.D., University of Southern Mississippi

Professors
Cohan, Deborah, Ph.D., Brandeis University
James, Timothy, Ph.D., University of Chicago
Lahar, Cindy, Ph.D., Brandeis University
Landrum, Robert, Ph.D., University of Wisconsin-Madison
Osbaldistan, Richard, Ph.D., University of Missouri
Skipper, Eric, Ph.D., Florida State University
Villena-Alvarez, Juanita, Ph.D., University of Cincinnati

Associate Professors
Cavanagh, Kimberly, Ph.D., University of South Carolina
Griesse, James, Ph.D., Catholic University of America
Nelson, Benjamin, Ph.D., University of Chicago
Pawelek, Lukasz, Ph.D., Wayne State University
Roberts, Summer, Ph.D., Florida State University
Skees, Murray, Ph.D., University of Kentucky
Thomas, Najmah, Ph.D., Virginia Commonwealth University

Assistant Professor
Brown Farrell, Carmen, Ph.D., University of Alabama
Messick, Kyle, Ph.D., Coventry University
Shinn, James, Ph.D., Yale University

Instructors
Knapp, Sandra, M.S., Georgia Regents University
Nadeau, Angela, M.A., Lesley University

Adjuncts
Aranda, Blanca, M.Sc., Coventry University
Dawson, Audrey, Ph.D., University of South Carolina
Dopf, Kevin, Ed.D., University of Pennsylvania
Ferrick, Cathleen, M.Ed., Cambridge University
Guicherit, Christa, M.S., University of Amsterdamn
Guittar, Nicholas, Ph.D., University of Central Florida
Holt, Jan, Ed.D., University of Houston
Horner, Rich, M.A., University of Buffalo
Hunnicutt, Melodie, Ed.D., Wingate University
Knop, Brian, Ph.D., Florida State University
Morgan, Daniel R., M.S., Utah State University
Mundy, Peter, Ph.D., University of Notre Dame
Robinson, Leigha, M.S., Southern New Hampshire University
Runyan, Catherine, M.A., Florida Atlantic University
Spirrison, Charles, Ph.D., University of Southern Mississippi
Tuxhorn, Rebecca, Ph.D., Southern Illinois University Carbondale
Wise, Stephen, Ph.D., University of South Carolina

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 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 of Arts 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 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 or B201..... 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, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

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

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements 18-21

Foreign Language 0-3

This requirement may be satisfied by completing one of the following:

- Complete the B201-level of first foreign language
- Complete the B101-level of a second foreign language
- Complete a literature course for a language other than English
- Complete a Special Topics Language or Linguistics-Based course approved by Department Chair

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

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 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 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, SOCY B220 or PSYC B202 is a Program Requirement in (II) below and satisfies 3 hrs. of the Numerical and Analytical Reasoning requirement.*

Speech

COMM B140 or B201..... 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

Majors: *PSYC B101 is a Program Requirement in (II) below and satisfies the 3 hr. Liberal Arts Electives, Social/Behavioral Sciences requirement.*

[1]Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.
[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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.

One course outside the Natural Science curriculum can 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

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DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Global Citizenship and Multicultural Understanding Studies 0-3

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B**3**01, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements *(each with a grade of "C" or higher)* **6**

PSYC B101 Introduction to Psychology 3
STAT B201 or PSYC B202 or SOCY B220 3

Majors: *PSYC B101 may fulfill a general education requirement or serve as an elective. STAT B201 or PSYC B202 or SOCY B220 may be used to partially fulfill the Numerical and Analytical Reasoning requirement or serve as an elective. PSYC B101 and STAT B201/PSYC B202/SOCY B220 must be completed for a major in psychology.*

III. Major Requirements *(each with a grade of "C" or higher)* **36**

PSYC B200 Research Methods in Psychology 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
PSYC B494 Advanced Research Methods in 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. Completion of any Certificate 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)

- **CONCENTRATION IN CRIMINOLOGY *(PENDING APPROVAL)***

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 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 or B201..... 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

Majors: *SOCY B101 is a Program Requirement in (II) below and satisfies the 3 hr. Liberal Arts Electives, Social/Behavioral Sciences requirement.*

[1]Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

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

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements *(each with a grade of "C" or higher)* **6**

SOCY B101 3
STAT B201 or PSYC B202 or SOCY B220 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

NOTE: Students declared with the Criminology Concentration will fulfill 15 of these credits with the coursework below.

Concentration in Criminology (Pending Approval) *(each with a grade of "C" or higher)* **15**

SOCY B353 3
SOCY B495 3
Choose three (3) of the following courses:

- SOCY B323
- SOCY B340
- SOCY B350
- SOCY B351
- SOCY B355
- SOCY B358
- SOCY B368

IV. Electives **36-46**

Total hours required **120**

Department of Natural Sciences – *Dr. Mercer R. Brugler, Chair*

Biology (Bachelor of Science) – *Dr. Mercer R. Brugler, Program Coordinator*

Professors

Brugler, Mercer R., Ph.D., University of Louisiana, Lafayette
D'Antonio, Edward L., Ph.D., North Carolina State University
Staton, Joseph L., Ph.D., University of Louisiana Lafayette

Associate Professors

Montie, Eric W., Ph.D., Massachusetts Institute of Technology
Pettay, Daniel T., Ph.D., Pennsylvania State University
Ritchie, Kimberly B., Ph.D., University of North Carolina

Assistant Professors

Hanscom, Ryan, Ph. D., San Diego State University
Webb, Emily M., Ph. D., Virginia Polytechnic Institute and State University

Instructors

Alvarez, Jr., Beda E., M.D., Cebu Doctors' College of Medicine
Capello, Rebecca K., M.S., College of London
Dunn, Keith, Ph. D., Indiana University
Eubanks, William L., Ph. D., University of Nevada, Reno
Thornton, Heather K., M.S., Clemson University

Adjuncts

Bolden, Stephanie, Ph. D., University of Miami
Boyle, W. Patrick, M.S., Miami University of Ohio
Brandt, Kenneth, M.S., University of Florida
Critchlow, Cassie, M.S., University of Denver
Durham, Dana, Ph. D., University of Nebraska-Lincoln
Draud, Travis, M.S., University of Eastern Michigan
Hardin, Jon-Michael, Ph. D., University of Illinois at Urbana-Champaign, Urbana
Harris, Terica, M.S., Southeastern University
Jones, Jeffrey, M.S., Ohio University
Krebs, Salome L., ABD, University of Rhode Island
Shirley, Amber, Ph. D., Purdue University
Weatherhead, Nora K., M.A., University of South Carolina
Zientek, Patricia, D.C., Logan College of Chiropractic

Laboratory Manager and Chemical Safety Officer

Gibson, Ian, M.S., Baylor College of Medicine

BIOLOGY (BACHELOR OF SCIENCE)

- CONCENTRATION IN COASTAL ECOLOGY AND CONSERVATION
- CONCENTRATION IN BIOMEDICAL SCIENCES
- CONCENTRATION IN MARINE BIOLOGY

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 in Biology. To qualify for graduation, a student must meet general education requirements and biology core requirements as stated below.

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. See below for specific course requirements.

Coastal Ecology and Conservation Concentration: students can earn 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. See below for specific course requirements.

Marine Biology Concentration: students can earn a concentration in Marine Biology 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. See below for specific course requirements.

I. General Education Requirements with Notes for Majors 38-49

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

Students fulfill this requirement via the Program Requirements below.

Speech

COMM B140 or B201..... 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

[1]Courses from the following disciplines: AFAM, ANTH, ARTH, ARTS, ECON, ENGL, FREN, GEOG, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

[2] Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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 8

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. This requirement may be satisfied, and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

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

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements.....29-31

CHEM B111[1] and B112..... 8
CHEM B333[1], 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 Requirements 35

BIOL B101[1] and B102[1]..... 8
BIOL B301 with lab..... 4
BIOL B302 with lab..... 4
BIOL B303 3
BIOL B460 with lab[3] 4
Biology courses B399 or above[2]..... 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.*

[3] **Majors:** *NOT required if one of the Concentrations below is declared.*

IV. Concentration Requirements

(NOTE: Biology students may only elect to pursue one Concentration)

Coastal Ecology and Conservation

- BIOL B471 or B475/B475L
- Additional 15-18 credits in any of the following BIOL:
  - B410, B411, B425, B436, B438/B438L, B440, B448, B450, B471, B475/B475L, B476, B478, B480, B490

Biomedical Sciences

- BIOL B441 & B441L
- Additional 16 credits in any of the following BIOL:
  - B405/B405L, B410, B430, B431/B431L, B435/B435L, B461/B461L, B498

Marine Biology

- BIOL B401
- BIOL B450
- BIOL B475/B475L
- BIOL B490
- Choose one of the following two sequences:
  - PHYS B202 & B202L
  - PHYS B212 & B212L

V. Electives 20-30

Total hours required.....120

Department of Nursing – *Dr. Suzanne Wurster, Chair*

Nursing (Bachelor of Science) – *Dr. Suzanne Wurster, Program Coordinator*

Professor

Dudas, Kimberly, Ph.D., RN-BC, Nova Southeastern University

Associate Professor

Hutchison, Lynne, DNP, RN, FNP-BC, Wilkes University
Reibel, Melody, Ph.D., RN, University of Louisville
Shroyer, Ashley, Ed.D., RN, Grand Canyon University
Wurster, Suzanne, PhD, RN, CNE, NPD-BC, CCIT, Nova Southeastern University

Assistant Professors

Kuehn, Joanne, DNP, RN, CPHQ, CPPS, Regis University
Manor, Jalen, DNP, APRN, Georgia Southern University
Berrios, Kayla, MSN, RN, Aspen University

Instructors

Edmunds, Morgan, MSN, RN, Union University
Ptacin, Anna Carol, MSN, RN, University of South Carolina

NURSING (BACHELOR OF SCIENCE)

- **PRE-LICENSURE TRACK**

Purpose Statement

The Department of Nursing, 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 Track, they will be transferred to a faculty academic advisor in the Nursing program to assist with the required coursework.

	Pre-Licensure Beaufort College Honors Track	Nursing Pre-licensure Track Nursing Intent
Status	Acceptance in USCB and the Honors program as freshman	Acceptance into USCB and acceptance into the nursing program of study
Requirement	• Overall & SC Core GPA >3.0 • High School Science GPA >3.0	• Overall GPA of 3.0 or above • Overall STEM [Science, Technology, Mathematics] (comprised of Anatomy and Physiology I & II, Microbiology, Algebra, and Statistics) GPA of 3.0 or above.
College Credits	0-42 or more general education and professional program required credits	0-42 or more general education and professional program required credits

BSN Program

Program Goals

The USCB Department of Nursing 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) and the pre-licensure competencies of the Institute for Quality and Safety Institute for Nurses.

Accordingly, the baccalaureate program prepares the graduate to:

1. Incorporate quality, safety, and evidence-based care into the practice of nursing.
2. Exhibit sound clinical judgment.
3. Be effective communicators and collaborators within the interdisciplinary healthcare team.
4. Assume leadership roles.
5. Promote patient-centered care.
6. Use information and technology to communicate and manage knowledge to support decision-making.

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.

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 STEM [Science, Technology, Mathematics] (comprised of Anatomy and Physiology I & II, Microbiology, Algebra, and Statistics) GPA of 3.0 or above. (all required science and math pre-requisite courses). The nursing program is competitive and limited to accepting 72 (48 in Bluffton for Spring admission & 24 in Beaufort for Fall admission) 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 (Spring admission to Bluffton) and March 1 (Fall admission to Beaufort) to begin the degree requirement clinical courses. There are 42 credits required in specific courses for application to the BSN Pre-licensure track. Applications are currently processed through an internal application located on the University nursing website.

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 STEM GPA of 3.00 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, Microbiology, and Algebra and Statistics). It is highly recommended that all general education coursework be completed prior to beginning the nursing sequence (NURS) of courses. The nursing program does not accept a grade of pass/fail or satisfactory/unsatisfactory in the science prerequisite courses.

The Nursing Student Affairs (admissions) Committee will take into account the following:

- The overall minimum nursing pre-requisite GPA for entry into the USCB Nursing Program is 3.00. Students must also have a minimum 3.00 STEM GPA (comprised of Anatomy and Physiology I & II, Microbiology, Algebra or higher Math, and Statistics).
- All STEM Courses and B105 Nursing Course must be completed within the past 8 years.
- Only one of the following courses (Anatomy and Physiology I & II, Microbiology, Algebra or higher Math, Statistics, Concepts, Calculations, Communication B105 Course) may be repeated within the past 5 years to earn a minimum grade of " C."
- For the other general education courses, students may repeat any course *one time* to improve their grades for application to the USCB Nursing Program.
- Both the first and second earned grades for any repeated course within the past 5 years will be used in calculating the STEM grade point average (GPA) and the overall GPA.
- For any repeated classes, if the first attempt is older than 5 years, that grade will not be calculated into the GPA calculations.

Selected candidates will receive email notification of decision on or about October 15th for spring admission, or May 15th for fall admission.

Accept – applicant has met all criteria for full acceptance to the BSN program

Conditionally Accept – applicant has conditionally met acceptance to the BSN program and is required to meet outstanding pre-requisites and maintain required minimum GPA (overall 3.0 and STEM 3.0) by the end of fall or spring term.

Waitlist – applicant is qualified for admission but there are insufficient seats available in the program at decision time or applicant has 10 or more prerequisite credits remaining to be completed to decide admission.

Not Accepted – the applicant does not meet minimum entry requirements

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 STEM GPA of 3.00 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.
- Any student transferring from another nursing program must provide a letter from the program Dean/Director, on college letterhead, submitted directly to USCB department of nursing stating the following information:
    - Student is eligible to continue in the program
    - Student was not dismissed from the program
    - Student had zero safety concerns or academic dishonesty issues while enrolled in the program

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.
- 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), the student 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), the student 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 3.00 GPA in NURS courses are placed on probation within the Department of Nursing for one major semester or 12 credit hours but may continue to take all required courses.
- If at the end of the probationary semester, NURS GPA is still less than 3.00, 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 3.00, students are administratively removed from their required nursing course sequence. Probation from the Department of Nursing 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 as delineated in the course syllabus.
- 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 in Nursing. To qualify for graduation, a student must meet general education requirements and nursing core requirements as stated below.

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 course 3
STAT B201 3

Speech

COMM B201 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

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. This requirement may be satisfied, and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Students who meet any of these minimums are exempt, without credit, from the foreign language requirement per USCB policy.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

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

PUBH B242 or approved nutrition elective 3

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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. As mandated by S.C. Code Ann. § 95-29-130 (1976), the REACH Act requires a 3-credit hour course that includes reading all, in entirety, of the following: the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, five essays from the Federalist Papers, and a document foundational to the African American Freedom struggle.

The following courses, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Core Nursing Requirements *(each with a grade of "C" or higher)* **..... 62**

NURS B105 Concepts, Communication and Calculations 3
NURS B202 Decision-making in Concept-Based Care.....3
NURS B202C Clinical Care & 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 Care of Adults with Acute and Chronic Conditions..... 3
NURS B326C Clinical Care of Adults with Acute and Chronic Conditions.....3
NURS B330 Transcultural Health Practices (meets Global Citizenship Requirement) 3
NURS B350 The Science of Evidence-Based Practice 3
NURS B356 Care of Childbearing Families 3
NURS B358 Care of Children 3
NURS B360C Clinical Care of Childbearing Families..... 3
NURS B410 Leading in Organizations..... 3
NURS B412 Care of Individuals with Mental and Addictive Disorders..... 3
NURS B418 Community and Public Health Nursing..... 3
NURS B422C Clinical Care in Public Health and Community Settings 3
NURS B425 Care of High Acuity Adults & Elders..... 3
NURS B425C Clinical Care of High Acuity Adults 3
NURS B430C Clinical Synthesis and Seminar 3
NURS B435 Career Preparation and Transitions 2

III. Electives (as necessary to earn the remaining credits required for degree completion) **..... 9-15**

Total hours required 121

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, this includes compliance with all agency required vaccinations such as influenza, covd and any other vaccination deemed necessary. **A student will not be allowed into clinical settings if the background check or the health clearance is inadequate.** Therefore, students who cannot pass a background check or drug screen, or does not meet health requirements, will not be admitted or be able to progress to the USCB Nursing program. The USCB Department of Nursing will abide by the policy/policies of the State Board of Nursing for South Carolina regarding students who screen positive for tetrahydrocannabinol (THC). This includes, but is not limited to, CBD products.

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.

Department of Public Health & Human Services – *Dr. Diana Gill, Chair*

Public Health (Bachelor of Arts, Bachelor of Science) – *Dr. Diana Gill, Program Coordinator*

Human Services (Bachelor of Science) – *Dr. Najmah Thomas, Program Coordinator*

Professor

LeFavi, Robert, Ph.D., Auburn University

Associate Professor

Gill, Diana M., Ph.D., CHES, University of Toledo
Powell, Alyssa, Ph.D., University of South Florida
Robinson, Dawn M., Ph.D., LPC, NCC, ACS, Georgia State University
Thomas, Najmah, Ph.D., Virginia Commonwealth University

Senior Instructor

McCombs, Kelly, MS., The Ohio State University

Instructor

Leadem, John, MPH, University of North Carolina Chapel Hill
Whewell, Aubrey, Ph.D., University of Toledo

Adjuncts

Alvarez, Jr., Beda E., M.D., Cebu Doctors' College of Medicine
Glassman, Tavis, MPH, Ph.D., University of Florida
Hoy, Kathryn, Ph.D., RD, Bowling Green State University
Huggins, Amy, MS, Clemson University

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.

USCB offers several 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 through residential, face-to-face courses. The convenience of online learning has led to 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.

USCB Online Degree Completion Program

Since Fall 2023, USCB also has offered its Human Services Degree online under the general auspices of the University of South Carolina's Beaufort's online program. The online degree completion program allows students to pursue their degree online and asynchronously. Most of these courses will be offered in an 8-week accelerated format. The curriculum for the Online Degree Completion Program is the same as for the Residential On-Campus Program. Tuition and fees are determined by USC's Board of Trustees. For more information about the Human Services Degree, contact the program coordinator at 843-208-8348.

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 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 or B201 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, GERM, HIST, MUSC, PHIL, POLI, PSYC, RELG, SOCY, SPAN, COMM, THEA. IDST B260 may be used to fulfill this requirement. One-hour credits in MUSC and THEA may not be used to fulfill this requirement.

[2]Courses from: ARTH, ARTS, MUSC, or THEA. ENGL B180 also approved. 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.

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, PUBH B380, 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

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

A distribution requirement that may be satisfied by one of the below 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 B285, EDCI B322, ENGL B270, ENGL B291, ENGL B441, GEOG B121, GLST B301, GLST B398, HIST B109, HIST B115, HIST B116, HRTM B360, NURS B330, PSYC B380, PUBH B300, PUBH B324, 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.*

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Program Requirements *(each with a grade of "C" or higher)* **..... 15-18**

PSYC B101 and SOCY B101 6
PUBH B310 Introduction to Public Health 3
One statistics course from STAT B110 or STAT B201 or PSYC B202 or SOCY B220 3
One research methods course: PSYC B200, SOCY B497, or BADM B396 3-4

III. Major Requirements *(each with a grade of "C" or higher)* **..... 51**

Six (6) courses at 300-level or above in PSYC, SOCY, or PUBH 18
(NOTE: No more than 9 credits may be used in a single discipline)
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

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 Health Professions and Human Services 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.

Attendance Policy: Classroom attendance is expected. Attendance in experiential learning is required to complete this degree.

Public Health (Bachelor of Arts & Bachelor of Science)

Purpose Statement

The purpose of the Bachelor of Arts & Bachelor of Science in Public Health 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.nchec.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.

USCB offers several pathways to the Bachelor of Science in Public Health

Residential On-Campus Program

Since 2014, USCB has offered the Bachelor of Science degree in Public Health through residential, face-to-face courses. The convenience of online learning has led to courses being offered in both formats. Now 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.

USCB Online Degree Completion Program

Since Fall 2023, USCB also has offered its Public Health Degree online under the general auspices of the University of South Carolina's Beaufort's online program. The online degree completion program allows students to pursue their degree online and asynchronously. The curriculum for the Online Degree Completion Program is the same as for the Residential On-Campus Program and Palmetto College online program. Tuition and fees are determined by USC's Board of Trustees. For more information about the Public Health Degree, contact the program coordinator at 843-208-8316.

Palmetto College Online Degree Completion Program

Since Fall 2016, USCB also has offered its Public Health Degree online under 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 Public Health 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 USCB online and 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 Public Health Degree, contact the program coordinator at 843-208-8316.

Program Goals

The Department of Health Professions and Human Services endorses the competencies outlined in the *Accreditation criteria for Standalone Baccalaureate Program*s (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 Arts or the Bachelor of Science in Public Health are able to…

The Department of Public Health & Human Services endorses the following domains outlined in the *Accreditation criteria for Standalone Baccalaureate Program*s (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 (Bachelor of Science)

USCB offers the Bachelor of Science or Arts in Public Health. To qualify for graduation with a Bachelor of Science in Public Health, students must meet General Education requirements and Public Health requirements as outlined in the curriculum section I-III below. Students seeking a Public Health 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 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 or B201 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 PUBH 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
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TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

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, NURS B330, PUBH B300, or PUBH B324 3

Nutrition

PUBH B242 or approved nutrition elective 3

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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. As mandated by S.C. Code Ann. § 95-29-130 (1976), the REACH Act requires a 3-credit hour course that includes reading all, in entirety, of the following: the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, five essays from the Federalist Papers, and a document foundational to the African American Freedom struggle.

The following courses, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Major Requirements *(each with a grade of "C" or higher)* **..... 50**

NOTE: Some courses are only offered every other semester; check with program faculty to determine schedule before registering

PUBH B310 Introduction to Public Health 3
PUBH B315 Public Health Across the Lifespan 3
PUBH B320 Chronic Disease and Risk Reduction 3
PUBH B330 Principles of Epidemiology 3
PUBH B340 Introduction to Environmental Health 3
PUBH B360 Health Behavior and Education 3
PUBH B380 Research Methods in Public Health 3
PUBH B410 Examining Health Inequalities 3
PUBH B420 Leadership and Management in Public Health 3
PUBH B450 Public Health Program Development 3
PUBH B460 Public Health Program Evaluation 3
PUBH B490 Senior Seminar 2
Two courses from the list below 6

- PUBH B323
- PUBH B390
- PUBH B395
- PUBH B423
- PUBH B480

Three courses from the list below 9

- PUBH B101
- COMM B350
- PHIL B312
- Any 300-level or 400-level PUBH course

III. Electives (as necessary to earn the remaining credits required for degree completion) **..... 11-19**

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 Health Professions and Human Services 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.

Attendance Policy: Classroom attendance is expected. Attendance in experiential learning is required to complete this degree.

Readmission

Readmission after dismissal from the Public Health program will be determined on a case-by-case. If a student receives a "WF" during the semester in any PUBH course, it is considered a failure in that course. Students who withdraw and receive a "W" for a course must reapply to retake the course(s). Applicants with three failing grades in multiple Public Health courses will not be considered for readmission in the Public Health program.

Curriculum (Bachelor of Arts)

USCB offers the Bachelor of arts in Public Health. To qualify for graduation, a student must meet general education requirements and Public Health program requirements as stated below.

USCB offers the Bachelor of Science or Arts in Public Health. To qualify for graduation with a Bachelor of Arts in Public Health, students must meet General Education requirements and Public Health requirements as outlined in the curriculum section I-III below. Students seeking a Public Health 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 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 "D" 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 or B201 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 PUBH 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. This requirement may be satisfied and credit earned by proficiency through a USCB Foreign Language Credit by Examination test.

Waiver of the foreign language requirement for bilingual speakers whose native language is other than English. Students who meet any of these minimums are exempt, without credit, from the foreign language requirement.

Test	Minimum Score
TOEFL (Test of English as Foreign Language): Paper-Based	550
TOEFL (Test of English as Foreign Language): Computer-Based	213
TOEFL (Test of English as Foreign Language): Internet-Based	77
DuoLingo English Test	100
IELTS (International English Language Testing System	6.0
PTE (Pearson Test of English)	50

Natural Sciences

BIOL B243 or equivalent coursework 4
BIOL B244 or equivalent coursework 4

Global Citizenship and Multicultural Understanding Studies

ANTH B452, NURS B330, PUBH B300, or PUBH B324 3

Nutrition

PUBH B242 or approved nutrition elective 3

REACH Act "Founding Documents" 0-3

This distribution requirement may be satisfied by one of the below mentioned courses taught at USCB 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. As mandated by S.C. Code Ann. § 95-29-130 (1976), the REACH Act requires a 3-credit hour course that includes reading all, in entirety, of the following: the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, five essays from the Federalist Papers, and a document foundational to the African American Freedom struggle.

The following courses, *as taught at USCB*, have been approved for this requirement: **HIST B111, HIST B430, HIST B442, HIST B469, AFAM B201, POLI B201.**

II. Major Requirements *(each with a grade of "C" or higher)* **..... 50**

NOTE: Some courses are only offered every other semester; check with program faculty to determine schedule before registering

PUBH B310 Introduction to Public Health 3
PUBH B315 Public Health Across the Lifespan 3
PUBH B320 Chronic Disease and Risk Reduction 3
PUBH B330 Principles of Epidemiology 3
PUBH B340 Introduction to Environmental Health 3
PUBH B360 Health Behavior and Education 3
PUBH B380 Research Methods in Public Health 3
PUBH B410 Examining Health Inequalities 3
PUBH B420 Leadership and Management in Public Health 3
PUBH B450 Public Health Program Development 3
PUBH B460 Public Health Program Evaluation 3
PUBH B490 Senior Seminar 2
Two courses from the list below 6

- PUBH B323
- PUBH B390
- PUBH B395
- PUBH B423
- PUBH B480

Three courses from the list below 9

- PUBH B101
- COMM B350
- PHIL B312
- PSYC B465
- Any 300-level or 400-level PUBH course

III. Electives (as necessary to earn the remaining credits required for degree completion) **..... 11-19**

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 Health Professions and Human Services 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 public health courses are required to maintain current certification in cardiopulmonary resuscitation for healthcare providers.

Attendance Policy: Classroom attendance is expected. Attendance in experiential learning is required to complete this degree.

Readmission

Readmission after dismissal from the Public Health program will be determined on a case-by-case. If a student receives a "WF" during the semester in any PUBH course, it is considered a failure in that course. Students who withdraw and receive a "W" for a course must reapply to retake the course(s). Applicants with three failing grades in multiple Public Health courses will not be considered for readmission in the Public Health program.

Military Student Services

Military Student Services

Military Admissions

Service members must speak with their Educational Services Officer (ESO) or counselor within their Military Service prior to enrolling the student in the institution. Military persons can attend as 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. Non-degree students are not eligible for financial aid, tuition assistance, or veteran benefits.

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 for in-state residency tuition rate. "Armed Forces" means the United States Air Force, Army, Marine Corps, Space Force 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 baccalaureate degree, the maximum amount of credit for combined military experience and correspondence courses is 30 semester hours. 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, 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 at https://www.airuniversity.af.edu. 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. It takes six to eight weeks for the military credit to be posted to the student's transcript.

For information about how to order an official transcript from the Army, Air Force or Coast Guard, contact the Director of Military Programs at (843) 208-8029.

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 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

Members of the United States Armed Forces, Active Reservists, and National and Air National Guard members who are stationed in South Carolina may be considered for the Active Duty discount for tuition. "Armed Forces" means the United States Air Force, Army, Marine Corps and Navy. For more information please contact the Director of Military Programs at 843-208-8029. 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 the student 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.

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: MATH B111) 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. May be repeatable with different internship experiences.

ACCT B437 – ADVANCED ACCOUNTING (3).
(Prerequisite: a grade of C or better in ACCT B426) The detailed study of special advanced topics of accounting, including (1) accounting for business mergers and consolidations, subsequent activities and consolidated reporting of financial information, (2) tax topics for business combinations, (3) relevant International Financial Reporting Standards, (4) accounting for legal reorganizations and liquidations, and (5) accounting for partnership formations, operations, and terminations.

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. Satisfies 3-credit hour course requirement for Natural Science GE.

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, and Department Chair 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. May be repeated under different topics.

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} (Prerequisite: ARTH B105 and ARTH B106) 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).
(Prerequisite: ARTH B105) A survey of architecture, painting and sculpture in Europe during the Middle Ages.

ARTH B320 - **HISTORY OF ITALIAN RENAISSANCE ART** (3).
(Prerequisite: ARTH B106) 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).
(Prerequisite: ARTH B106) A survey of architecture, painting and sculpture in the 20th century.

ARTH B390 - **TOPICS IN ART HISTORY** (3).
(Prerequisite: ARTH B105 and ARTH B106) Topic title varies. May be repeated under different topics.

ARTH B399 - **INDEPENDENT STUDY** (3-9). ^
(Prerequisite: Contract approval is required.)

ARTS- Studio Art

ARTS B100 – **WORKSHOP FOR NON-MAJORS** (3).
Varied topics in Visual Art & Design for non-major students. This course will not count toward major or minor credit in Visual Art & Design, but would count toward elective credit, and could be repeated multiple times if in different areas.

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 4 foundation courses (ARTS B102, B103, B104, & B111) must be taken before additional 200-level or higher courses*

ARTS B210 –**PAINTING I** (3).
(Prerequisite: ARTS B102, B103, B104, and B111) An introduction to painting that covers materials, techniques and related historical influences on the medium.

ARTS B212 - **DRAWING II** (3).
(Prerequisite: ARTS B102, B103, B104, and B111) 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).
(Prerequisite: ARTS B102, B103, B104, and B111) An introductory course in printmaking with emphasis on relief processes.

ARTS B220 – **CERAMICS I** (3).
(Prerequisite: ARTS B102, B103, B104, and B111) An introduction to the materials and techniques of ceramics focused on hand-building with an introduction to wheel throwing.

ARTS B225 – **SCULPTURE I** (3).
(Prerequisite: ARTS B102, B103, B104, and B111) An introduction to concepts, materials and techniques related to sculpture.

ARTS B232 - **FIGURE STRUCTURE I** (3).
(Prerequisite: ARTS B102, B103, B104, B111, and 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 B102, B103, B104, B111, and B232 or consent of instructor) Continuation of ARTS B232 with increased emphasis on anatomy.

ARTS B245 – **GRAPHIC DESIGN I** (3).
(Prerequisite: ARTS B102, B103, B104, and B111) The basics of visual communication, including formal issues, fundamental communication principles, image development, and relevant digital applications.

ARTS B262 – **DIGITAL PHOTOGRAPHY I** (3).
(Prerequisite: ARTS B102, B103, B104, and B111) 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 B102, B103, B104, B111, and B210) A continued exploration of the materials and techniques of painting with emphasis on individual creative expression.

ARTS B311 - **PAINTING III** (3).
(Prerequisite: ARTS B102, B103, B104, B111, and B310) Further development of technical and creative expression.

ARTS B315 - **PRINTMAKING II** (3).
(Prerequisite: ARTS B102, B103, B104, B111, and B215) Relief and intaglio techniques including the execution of original works in these media.

ARTS B316 - **PRINTMAKING III** (3).
(Prerequisite: ARTS B102, B103, B104, B111, and B315) Intaglio and lithography techniques including the execution of original works in these media.

ARTS B320 – CERAMICS II (3)
(Prerequisite: ARTS B102, B103, B104, B111, and 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 B102, B103, B104, B111, and 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 B102, B103, B104, B111, and B225) A further study of various three-dimensional medias incorporating emerging technologies and advanced practices in sculpture.

ARTS B326 - SCULPTURE III (3).
(Prerequisite: ARTS B102, B103, B104, B111, and B325) A further study of various three-dimensional medias incorporating emerging technologies and advanced practices in sculpture.

ARTS B330 - **DRAWING III** (3).
(Prerequisite: ARTS B102, B103, B104, B111, and B212) Enhancing graphic richness in drawings with intellectual and visual perception as content.

ARTS B345 – **GRAPHIC DESIGN II** (3).
(Prerequisite: ARTS B102, B103, B104, B111, and 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 B363 – **DIGITAL PHOTOGRAPHY II** (3).
(Prerequisite: ARTS B102, B103, B104, B111, and 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 B102, B103, B104, B111, and 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 B102, B103, B104, B111, and 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. May be repeatable with different internship experiences.

ARTS B395 – TOPICS IN STUDIO ART (3).
(Prerequisite: ARTS B102, B103, B104, and B111) Topic varies within traditional and non-traditional studio art disciplines. May be repeated under different topics.

ARTS B399 - **INDEPENDENT STUDY** (3-9). ^
(Prerequisite: Contract approval is required.)

ARTS B412 - **ADVANCED PAINTING** (3).
(Prerequisite: ARTS B102, B103, B104, B111, and 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 B102, B103, B104, B111, and 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 B102, B103, B104, B111, and 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 B102, B103, B014, B111, and 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 B102, B013, B104, B111, and B430) Development of highly individualized content in a series of drawings.

ARTS B445 – **GRAPHIC DESIGN III** (3).
(Prerequisite: ARTS B345) Advanced digital production studio techniques for graphic design with a focus on Motion Media, User Interface and User Experience designs. Additional emphases includes: design issues, fundamental communication principles, image development, and relevant digital applications.

ARTS B465 – ADVANCED DIGITAL PHOTOGRPAHY (3).
(Prerequisite: ARTS B102, B103, B104, B111, and 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). ^
(Prerequisite: ARTS B102, B103, B104, and B111) 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 B150 – **INTRODUCTION TO PERSONAL FINANCE** (3).
Financial Planning and literacy from a personal perspective. Topics include money management skills, taxes, banking, savings, credit, debt management, careers, consumer purchasing strategies, housing, insurance, investments, and retirement.

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 B310 – **HEALTH ECONOMICS** (3). ^
(Prerequisite: ECON B221 or ECON B222 or PUBH B380) This course will help students develop the understanding of demand and supply side factors related to health care so they can apply economic principles to various aspects of health, health systems and health care.

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. (Note: Combination of BIOL B110 & BIOL B120 does NOT satisfy the Natural Science GE requirement)

BIOL B120 - **HUMAN BIOLOGY** (3).
Fundamental principles of human biology. Three lecture hours per week. Not for major credit. (Note: Combination of BIOL B110 & BIOL B120 does NOT satisfy the Natural Science GE requirement)

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 B220 – **INTRODUCTION TO LIFE SCIENCE EDUCATION** (4). ^
Students will engage in the major themes of life science through active inquiry and hands-on learning experiences. This course includes exploring topics in evolution, biological systems, energy transfer, exploring natural phenomena through the research process, and the nature of science.

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). ^
(Prerequisite: 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 ENVIROMENTAL 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: a grade of 'C' or better in 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: a grade of 'C' or better 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: a grade of 'C' or better in 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 with a grade of 'C' or better) 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 B401 – **MARINE INTERNSHIP** (0-3). ^
(Prerequisite: Sophomore standing) Required paid or unpaid internship or field experience for gaining practical experience in marine biology. May be repeatable with different internship experiences.

BIOL B405 - **DEVELOPMENTAL BIOLOGY I** (3).
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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). ^
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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: a grade of C or better in two of the three core courses: BIOL B301, B302, B303; 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: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) Phylogeny, morphology, behavior, and ecology of fishes. Three lecture and three laboratory hours per week. Several field trips are required.

BIOL B438 – **MARINE MAMMAL BIOLOGY** (3). ^
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) Diversity, anatomy, ecology, energetics, and conservation of marine mammals.

BIOL B438L – **MARINE MAMMAL BIOLOGY LAB** (1). ^
(Prerequisite: BIOL B301; Corequisite: BIOL B438) Experimental aspects of marine mammal biology.

BIOL B440 – **NATURAL HISTORY OF THE BAHAMAS** (4). ^
(Prerequisite: Two courses of BIOL B300 or higher, or permission of instructor) This intensive Maymester/Study Abroad course examines the natural history of the Bahamas including its cultural, historical, biological, geological, and physical characteristics. This is a hands-on field course: students will observe local marine biota of coral reefs and seagrass beds. Students will also review terrestrial biota of a Caribbean island, as well as experience local food, customs, culture, and visit historical sites of interest. This course will serve as upper-level elective credit for the following concentrations: Marine Biology concentration; Coastal Ecology and Conservation concentration.

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: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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 B450 – **BIOLOGICAL OCEANOGRAPHY** (4). ^
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) Capstone course for the Marine Biology degree program that is an interdisciplinary introduction to biological oceanography. The course integrates physical, chemical, geological and biological principles into an overview of oceanic processes, with an emphasis on the influence of organisms on biogeochemical cycles. 3-50 minute lectures and 2.8-hour laboratory each week.

BIOL B451 – **FORENSIC TECHNIQUES AND DATA ANALYSIS** (3).
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) Current application of forensic data collection, analysis and interpretation in the legal process. Three lecture hours per week.

BIOL B460 - **GENERAL PHYSIOLOGY** (3).
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303 & Senior Standing) 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: a grade of C or better in two of the three core courses: BIOL B301, 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: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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).
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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 B476 – **FRESHWATER BIOLOGY** (4).
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) This course provides an introduction to freshwater biology, with an emphasis on blackwater swamps, temperate and subtropical zone lakes, ponds and streams including species, populations, and communities that occupy these environments.

BIOL B478 – **HERPETOLOGY** (4). ^
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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: a grade of C or better in two of the three core courses: BIOL B301, B302, 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 B490 – **MARINE POLICY** (3). ^
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) This course is an overview of strategies and current practices in marine and coastal policy and management and will examine relevant historical and current state, federal and international marine and coastal policy programs and issues. Students will learn directly from professionals in government, academia and non-governmental organizations and stakeholders. Specific emphasis will be put on science communication to policymakers in current issues. This course will be heavily activity-based.

BIOL B495 – **INTRODUCTION TO SUSTAINABILITY** (3).
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) The principles of sustainability as they apply to the environment, economy and social issues. The course will be presented through interactive classroom experiences, with the addition of local leaders as guest speakers and hands-on, real-life exercises.

BIOL B498 - **BIOLOGICAL RESEARCH: AN INTRODUCTION** (4). ^
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) 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).
(Prerequisite: a grade of C or better in two of the three core courses: BIOL B301, B302, B303) Current developments in biological sciences. Readings and research on selected topics. Course content varies and will be announced in the schedule of classes. May be repeated under different topics.

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, and Department Chair 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 B216 – DIGITAL COMMUNICATION TECHNOLOGIES (3). ^
(Prerequisite: COMM B140 or B201) This course introduces students to digital communication technologies from both a theoretical and practical framework. Students will understand how to use communication technologies to advance communication strategies to multiple audiences.

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).
An examination of the qualitative and quantitative methods employed in communication research. Includes oral presentation.

COMM B285 - **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 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). ^
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 – STRATEGIC SOCIAL MEDIA (3). ^
This course explores the changing environment of traditional production and distribution of media by examining theories of new media distribution and specific cases of social media producers. Includes the production and distribution of students' original 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) 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 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 – **GROUP & TEAM COMMUNICATION** (3).
(Prerequisite: COMM B201) The application of small group/team communication theory and techniques in personal, academic, and professional group/team experiences, with emphases on improving communication skills across contexts, understanding roles within groups and teams, and managing group/team conflict.

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. May be repeated under different topics.

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). ^
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 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.

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 – **INTRODUCTION TO HTML AND CSS** (3).
{§ISAT B102} (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 – **COMPUTER PROGRAMMING TECHNIQUES, PRACTICES, AND TOOLS** (3).
{§ISAT B104} (Prerequisites: Two years of college preparatory mathematics or equivalent) Students successfully completing this course will have developed basic competence in computer programming techniques, practices, and tools. Topics include: coding standards and best practices; implicit and explicit types; conditional/complex-conditional logic; iteration; logic encapsulation and code modularity; parameter/argument usage; file input and output; Integrated Development Environment (IDE) usage; computer program creation. Previous programming experience is not required.

CSCI B145 – OBJECT-ORIENTED PROGRAMMING I (4).
{§ISAT B145} (Prerequisite: C or better in MATH B111 or higher or consent) Problem solving, algorithmic design, and programming. Open to all majors.

CSCI B146 – **OBJECT-ORIENTED PROGRAMMING II** (4).
{§ISAT B146} (Prerequisite: CSCI/ISAT B145) Continuation of CSCI/ISAT B145. Rigorous development of algorithms and computer programs; elementary data structures. Open to all majors.

CSCI B150 – **INTRODUCTION TO COMPUTER SCIENCE** (3).
{§ISAT B150} (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).ˆ
{§ISAT B201} (Prerequisite or Co-requisite: CSCI/ISAT B104) This course will provide students with an introduction to the theory and practice of computer security. Topics to be covered include: security policies, authentication, digital certificates, firewalls, malicious code, legal and ethical issues, and incident handling. [This is the first required course in the ISAT Cybersecurity concentration].

CSCI B202 – INTRODUCTION TO FRONT-END WEB DEVELOPMENT (3).
{§ISAT B202} (Prerequisite: CSCI B145 and B150) Application of programming techniques to the development of interactive, event-driven web applications. Brief coverage of document markup (HTML) and styling (CSS) essentials, followed by significant coverage of scripting languages, libraries, and frameworks for manipulating the Document Object Model.

CSCI B207 – COMPUTER SYSTEM ADMINISTRATION (3).ˆ
{§ISAT B207} (Prerequisite: CSCI/ISAT B104 and CSCI/ISAT B150) Account maintenance, backups, restoration, system configuration, resource allocation and monitoring, network management, peripheral administration, emphasis on Microsoft Windows and UNIX/Linux systems.

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).
{§ISAT B211} (Prerequisite: MATH B141 or B174) Number systems, Boolean algebra, logic design, sequential machines.

CSCI B212 – **INTRODUCTION TO COMPUTER ARCHITECTURE** (3).
{§ISAT B212} (Prerequisite: CSCI/ISAT B211) Organization and architecture of computer systems hardware; instruction set architectures; addressing modes; register transfer notation; processor design and computer arithmetic; memory systems; hardware implementations of virtual memory, and input/output control and devices.

CSCI B240 – C++ PROGRAMMING (3).
{§ISAT B240} (Prerequisite: CSCI/ISAT B145) Programming and application development using C++; fundamentals of software design and development; software implementation strategies; object-oriented design techniques; ethics in software development.

CSCI B250 – MOBILE APPLICATION DEVELOPMENT (3).
{§ISAT B250} (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).
{§ISAT B255} (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).
{§ISAT B265} (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).
{§ISAT B280, MATH B280} (Prerequisite: MATH B142 and CSCI/ISAT 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 B317 – **INTRODUCTION TO DIGITAL FORENSICS** (3).
{§ISAT B317} (Prerequisite: CSCI B201/ISAT B201 or Permission of Instructor) This course will provide students with an introduction to the field of digital forensics and e-discovery. Topics to be covered include the scientific method of digital forensics, electronic discovery, legal issues related to digital analysis, and mobile technologies. Students will learn basic procedures and requirements for conducting digital forensics on a variety of platforms, including Windows, iOS, and Android devices.

CSCI B320 – **DATABASE MANAGEMENT SYSTEMS I** (3).
{§ISAT B320} (Prerequisite: CSCI/ISAT B104) Provides foundations of relational database systems for students with little prior database experience. Topics include: common relational database platforms; data design, normalization, and modeling with emphasis on confidentiality, availability, and integrity; data definition, manipulation, and control using Structured Query Language (SQL).

CSCI B321 - DATABASE-DRIVEN APPLICATIONS DEVELOPMENT (3).
{§ISAT B321} (Prerequisite: CSCI/ISAT B145 and CSCI/ISAT B320) This course introduces students to database-driven multi-tier application development concepts, techniques, practices, and tools. Topics include: database design and integration; server-side programming; user interface design; human-centered design; iterative development; and application security.

CSCI B350 – INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS (3).
{§ISAT B350} (Prerequisite: CSCI/ISAT B146) 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).
{§ISAT B365} (Prerequisite: [MATH B230 or CSCI/MATH B280] and CSCI B240 or consent of instructor) 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). ^
{§ISAT B399} (Prerequisite: Contract approval is required).

CSCI B401 – INFORMATION SECURITY PRINCIPLES (3).
{§ISAT B401} (Prerequisite: CSCI B201) This course extends fundamental computer security concepts, practices, and issues, introducing students in the broader field of information security. Topics include: common attack/threat vectors; information security planning; information security prevention, detection, and response tools and approaches; risk and risk assessment; human factors in information security; legal, ethical, and professional issues.

CSCI B409 – SELECTED TOPICS IN COMPUTING (1-3).
(Prerequisite: Permission of Instructor) Intensive study of a particular topic or topics in computing. Course content varies and will be announced in the schedule of classes by topic title. May be repeated for credit under a different topic title.

CSCI B416 – INTRODUCTION TO COMPUTER NETWORKS (3).
{§ISAT B416} (Prerequisite: CSCI/ISAT 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 B420 – DATABASE MANAGEMENT SYSTEMS II (3).
{§ISAT B420} (Prerequisite: CSCI B320) This course explores advanced data manipulation and server-side programming techniques for use in enterprise Relational Database Management Systems (RDBMS). Topics include: platform specific programmatic extensions to Structured Query Language (SQL); stored procedure, function, and package implementation; trigger creation and usage; query optimization techniques; security considerations.

CSCI B422 – INTRODUCTION TO DATA MINING (3).
{§ISAT B422} (Prerequisite: [MATH B230 or CSCI/MATH B280] and [STAT B240 or STAT B340] or consent of instructor). Introduction to information processing techniques and mathematical tools to assemble, access, and analyze data for decision support and knowledge discovery.

CSCI B437 – INFORMATION TECHNOLOGY PROJECT MANAGEMENT (3).
{§ISAT B437} (Prerequisite: [CSCI/ISAT Majors only] and [Junior or Senior status]) This course introduces students to project management concepts, techniques, and tools used by project managers to plan, initiate, manage and close information technology projects. Topics include: the systems approach to project management; application of a project management framework to the planning and management of scope, cost, people, expectations, risk, communications, and procurement; agile methodologies; project management software.

CSCI B450 – MODELING AND SIMULATION (3).
{§ISAT B450} (Prerequisite: [STAT B240 or STAT B340] and CSCI/ISAT B350 or consent of instructor). 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: STAT B240 or STAT B340 or STAT B201 (for business major students) or consent) Principles, methods, and concepts required to visualize data and statistics; various design issues that arise when assembling data visualizations including aesthetic aspects.

CSCI B469 – HIGH PERFORMANCE COMPUTING (3).
{§ISAT B469} (Prerequisite: CSCI/ISAT B240) 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 SYSTEM PROCESS AND MANAGEMENT (3).
{§ISAT B470} (Prerequisite: [CSCI/ISAT B145 and CSCI/ISAT B320] 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 B479 – AGILE PRACTICES IN VIDEO GAME PRODUCTION (3).
{§MART B479} (Prerequisites: Permission of the Instructor) A team-based, project-centric course in which students are expected to follow proven principles and practices in modern software product design and development to produce a polished video game prototype suitable for potential commercial development and distribution. Prior experience in either the creation of digital 2D or 3D art or the development of video games (preferably programmed in Java or a similar object-oriented language) is strongly recommended. Course can be repeated (taken up to two times) for degree credit.

CSCI B499 – COMPUTER SCIENCE CO-OP/INTERNSHIP (1-3).
(Prerequisite: [CSCI/ISAT Majors only] and Consent of instructor) Practical work experience in an area of Computer Science or IT, selected by the student and approved by the Computer Science Department Chair or ISAT Program Coordinator. For 1 credit, 45 minimum internship work hours are typically required; for 2 credits, 90 work hours; and for 3 credits, 135 work hours.

CSCI B500 – PRACTICAL COMPUTING FOR COMPUTATIONAL SCIENTISTS (3).
(Prerequisite: Enrollment in CSCI M.S. program OR consent of instructor) Application of mathematical, science, and engineering problems to software engineering. Introduction to operating systems including UNIX/LINUX.

CSCI B501 – ADVANCED STATISTICAL METHODS (3).
{§STAT B501} (Prerequisite: STAT B340 [or demonstrated equivalent knowledge/experience] or consent of instructor) Methods of data description and analysis, regression and spectral techniques, graphical presentation, estimation and forecasting. Statistical software will be used throughout the course.

CSCI B502 – NUMERICAL ANALYSIS FOR COMPUTING (3).
{§MATH B502} (Prerequisite: CSCI B280 and MATH B240 [or demonstrated equivalent knowledge/experience], or consent of instructor) Application of tools and techniques to algorithmic problems arising in discrete applied math. Topics include probabilistic methods, entropy, linear algebra methods, risk analysis, approximation and optimization techniques, and performance analysis.

CSCI B514 – MONTE CARLO METHODS (3).
(Prerequisite: Math B141, STAT B240 or B340, and CSCI B500) This course is designed to introduce the students to both the theory and practice of random number generation and use that knowledge to introduce an assortment of Monte Carlo methods that can be used to solve a wide variety of problems including problems in linear algebra/partial differential equations. It introduces the basics of random number theory, a variety of random number generation algorithms, and various methods for testing these algorithms.

CSCI B515 – TOPICS IN COMPUTATIONAL SCIENCE (3).
(Prerequisite: undergraduate programming experience or CSCI B500 or consent of instructor) Selected topics in computational science. May be repeated under different topics.

CSCI B516 – DATA COMMUNICATIONS AND NETWORKING (3).
(Prerequisite: undergraduate programming experience or CSCI B500 or consent of instructor) Advanced topics in data communications, architecture, communication protocols, topologies, network access control, LANs, MANs, and WANs; internetworking.

CSCI B520 – ADVANCED TOPICS IN DATABASE SYSTEMS (3).
(Prerequisite: CSCI B320 [or demonstrated equivalent knowledge/experience], or consent of instructor) Advanced data-processing techniques, software, database design, implementation, and manipulation.

CSCI B522 – DATA MINING (3).
(Prerequisite: CSCI B501 and CSCI B502 [or demonstrated equivalent knowledge/experience]) Concepts, issues, tasks and techniques of data mining. Topics include data preparation, feature abstraction, association, classification, clustering, evaluation and validation, scalability, spatial and sequence mining, and data mining applications.

CSCI B550 - SYSTEMS MODELING AND SIMULATION (3).
(Prerequisite: CSCI B500, B501, and B502, or consent of instructor) Introduction of computational tools, models, system dynamics, input and output analysis, and performance analysis.

CSCI B563 – DIGITAL IMAGE PROCESSING (3).
(Prerequisite: CSCI B500, B501, and B502 [or demonstrated equivalent knowledge/experience]) Computational techniques in image processing and analysis.

CSCI B566 – DATA VISUALIZATION II (3).
(Corequisite: CSCI B501 and CSCI B502 or consent of instructor) Advanced techniques and algorithms for creating effective visualizations based on principles from graphic design, visual art, perceptual psychology, and cognitive science.

CSCI B569 – HIGH PERFORMANCE COMPUTING (3).
(Prerequisite: CSCI B500 & B501; Corequisite: CSCI B502; or consent of instructor) Introduction of the design, analysis, and implementation of high performance computational science and engineering applications using advanced computer architectures, parallel algorithms, parallel languages, and performance-oriented computing facilities.

CSCI B570 – SOFTWARE SYSTEMS DESIGN AND IMPLEMENTATION (3).
(Prerequisite: CSCI B500 [or demonstrated equivalent knowledge/experience] or consent of instructor) Techniques involved in the planning and implementation of real-life software systems. Topics include software planning, design, implementation, testing, and documentation.

CSCI B599 – INDEPENDENT STUDY (1-3).
Research under the supervision of a faculty member.

CSCI B601 – PRINCIPLES OF COMPUTER SECURITY (3).
(Prerequisite: CSCI B201 [or demonstrated equivalent knowledge/experience] or consent of instructor) Principles and practices of computer system security including operating system security, network security, software security and web security.

CSCI B622 – DATA MANAGEMENT AND ANALYTICS (3).
(Prerequisite: CSCI B520 [or demonstrated equivalent knowledge/experience] or consent of instructor) Foundations of data analytics. Concepts and skills for relational data modeling, querying, and management.
CSCI B699 – INDUSTRIAL OR RESEARCH INTERNSHIP (1-3).
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.

CSCI B797 – RESEARCH PROJECT (3-6).
Research in Computational Science. Repeatable as needed, with approval from the Computer Science department chair.

CSCI B799 – MASTER'S THESIS (3-6).
Preparation of a thesis for the master's degree. Repeatable as needed, with approval from the Computer Science department chair.

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 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).
(Prerequisite: Majoring in Education, Minoring in Education, or consent of instructor) 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 B110 – **WRITING PRAXIS CORE** (1). ^
(Prerequisite: Grade of 'C' or better in ENGL B102) Review of the grammatical and writing concepts necessary for teachers at all levels, specifically those tested by the Praxis Core Writing exam.

EDCI B111 – **MATH PREP FOR PRAXIS CORE** (1). ^
This course prepares education majors for the Praxis Core Mathematics exam (ETS Test Number: 5733). It equips each student with mathematical concepts and skills necessary to pass the Praxis Core Mathematics exam.

EDCI B201 – **TEACHER CADET II** (3). ^
(Prerequisite: EDCI B100) This course focuses on the dynamics of human learning and the psychological principles that serve as the foundation for educational practice. The general goal is to provide a basic introduction to research findings from the discipline of psychology that can be used to inform the planning and implementation of effective instructional practices in the classroom.

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 B320 – **CURRICULUM PLANNING, TECHNOLOGY, AND ASSESSMENT IN SECONDARY EDUCATION (**3).
(Prerequisite or Corequisite: EDCI B100) Explores issues of development and education of adolescents including curriculum, instruction, activities, materials, and authentic assessment. Prospective teachers will understand the importance of differentiation and technology integration at all levels of instruction and assessment. Parental involvement, community resources, and collaborative relationships with specialists are included components of this course.

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** (1-4).
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. May be repeated under different topics.

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.

EDCI B442 – ORGANIZATION AND MANAGEMENT IN THE SECONDARY CLASSROOM (3).
(Prerequisite: Admission into the Professional Program) Structuring of the physical, social, and instructional environment to maximize learning in a supportive, diverse secondary 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. Behaviorist and constructivist approaches, inclusive education, ESOL learner needs, conflict resolution, ABC Analysis, and the promotion of learning communities are components of this course.

EDCI B599 – SPECIAL TOPICS IN EDUCATION (1-3).
(Prerequisite: Permission of Instructor) Introduction to topics in education. Course content varies and will be determined by instructor.

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 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 B437 – **EARLY CHILDHOOD SCIENCE EXPERIENCES** (3). ^
(Prerequisite: Entry into the Education Professional Program; Corequisite: EDEC B440P) This course will focus on science content, including earth science, physical science, and life science for grades K-3 per the new South Carolina Science Standards (2021) and the Next Generation of Science Standards Three-Dimensional Learning (3D science and engineering practices, crosscutting concepts, and disciplinary core ideas) Framework (2012). Teacher candidates will learn and implement student-centered inquiry, evidence-based methods, and lessons for teaching science to young learners, including interdisciplinary approaches in science teaching and learning.

EDEC B438 – **TEACHING SOCIAL STUDIES IN THE EARLY CHILDHOOD SCHOOL** (3). ^
(Prerequisite: Entry into the Education Professional Program; Corequisite: EDRD B450P) This course provides an in-depth study of methods and materials used for teaching social studies to early childhood students (grades PreK-3). Emphasis will be on the use of a variety of instructional strategies to meet the diverse needs of elementary students based on effective research-supported ways to differentiate instruction, as well as how curriculum can be extended, accelerated, and enriched for the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

EDEC B440P - PRACTICUM: TEACHING INTEGRATED LESSONS IN EARLY CHILDHOOD EDUCATION (3). ^
(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 EDUATION: 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 (3).
(Prerequisite: Admission to the Professional Program or permission of the Department Chair; Co-requisite EDEL B431 & EDEL B432) 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.

EDEX B301 – **INTRODUCTION TO EXCEPTIONAL POPULATIONS AT THE SECONDARY LEVEL** (3).
(Prerequisite: EDRD B319 & EDCI B320) Introductory course designed to survey the development of special education in high school settings; the current legal guidelines with emphasis on public school mandates; the various clusters of exceptionalities, their definitions, classification, identification, prevalence, causes, characteristics, education needs; and the inclusion of students with exceptionalities within the general education classroom at the secondary level.

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.

EDME – Mathematics Education

EDME B430 – **TEACHING MATHEMATICS IN THE SECONDARY SCHOOL** (3). ^
(Co-requisite: EDME B430P) This course includes teaching methods for secondary mathematics education.

EDME B430P – **PRACTICUM IN TEACHING MATHEMATICS IN THE SECONDARY SCHOOL** (3). ^
(Co-requisite: EDME B430) Supervised clinical experience in a secondary mathematics setting. Observation and participation in a classroom setting is required.

EDME B469 – **INTERNSHIP IN SECONDARY MATHEMATICS EDUCATION** (12). ^
(Co-requisite: EDME B476) A program of observation and teaching secondary mathematics in the public schools under the supervision of university and public school personnel

EDME B476 – **SENIOR SEMINAR IN SECONDARY MATHEMATICS EDUCATION** (3). ^
(Co-requisite: EDME B469) The synthesis and critical evaluation of professional studies in secondary mathematics education

EDPH – Health, Physical Education and Recreation

EDPH B231 – PERSONAL AND COMMUNITY HEALTH (3).
(Prerequisite or Co-requisite: EDCI B100) A study of the principles and practices of personal and community health and their application to the health education of the young child.

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.

EDPY B635 – **ADVANCED EDUCATIONAL PSYCHOLOGY** (3). ^
(Prerequisite: Permission of Department) This course will introduce and illustrate the proper use of learning theories in providing insights into defining and solving problems that may be encountered in educational settings. The emphasis will be on the use of these theories to solve realistic and relevant problems drawn from the classroom teacher's own personal experience or from cases in the readings.

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 or B433, 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 TEACHERS** (3).
(Prerequisite: EDCI B100, EDCI B243, EDRD B318; Admission to the Professional Program or special permission of the Department Chair. Corequisite: EDRD B425 & EDRD B450P) This course focuses on research-based instructional strategies for literacy in early childhood classeooms. Course content includes cooperative learning, critical literacy, Reader's and Writer's Worksop. Specific instruction in the five elements of teaching reading: phonics, phonemic awareness, fluency, vocabulary and comprehension and the 6+1 traits of writing.

EDRD B433 – **INSTRUCTIONAL STRATEGIES FOR ELEMENTARY TEACHERS** (3). ^
(Prerequisite: Admission to the Professional Program in Education) This course focuses on research-based instructional strategies for literacy in elementary classrooms. 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. Reading comprehension and writing processes across the content areas are also included.

EDRD B450P – LITERACY/SOCIAL STUDIES PRACTICUM (3).
(Prerequisite: Admission to the Professional Program in Education and the Internship; Co-requisite: EDRD B420 and EDRD B430 or B433). 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.

EDRD B619 – FOUNDATIONS OF READING (3).
(Prerequisite: Permission of Department) This course provides candidates with comprehensive knowledge of the social, cultural, and linguistic factors that influence reading development. Emphasis is placed on practical application of theory, oral language development, phonemic awareness and phonics.

EDRD B623 – DIFFERENTIATION IN READING INSTRUCTION (3).
This course requires that students conduct in-depth study of effective literacy methods, materials, and formative assessment for K-12 classrooms. Emphasis is on serving the instructional needs of diverse students, including the gifted and talented, culturally and linguistically diverse learners, and children and young people with disabilities.

EDRD B624 – ASSESSMENT & INSTRUCTIONAL STRATEGIES FOR READING FOR ENGLISH LANGUAGE LEARNERS (3). ^
(Prerequisite: Department Permission) This course focuses on determining reading and language needs of English learners through the use of screening and diagnostic assessments and using that information to inform teaching of English learners within the classroom setting. Candidates learn to administer quick assessments and design instruction and how instruction varies and students acquire language. Candidates choose one student's data to present in a case study format.

EDRD B625 – ASSESSMENT STRATEGIES FOR READING (3). ^
Teachers will examine various types of assessments that will determine students' strengths and areas for further instruction. Teachers will analyze existing data from multiple levels: individual students, groups of students (class level), grade levels, school, district, state, and national level data. They will explain assessment results and demonstrate the ability to advocate for appropriate literacy practices to relevant stakeholders. Teachers will also be able to locate and administer non-biased assessments to culturally and linguistically diverse student. This course aligns with Read to Succeed Legislation requirements for in-service teachers.

EDRD B626 – WRITING ACROSS THE CURRICULUM (3). ^
This course is designed to instruct graduate candidates, grades k-12 in developing methods and materials that will improve their students' literacy skills in the content areas of math, social studies, science, and health. Emphasis is on the application of strategies that will support students in reading, writing, and working with media in the context of content area instruction.

EDRD B629 – CONTENT AREA READING & WRITING (3). ^
After gaining a sound theoretical knowledge of the reading and writing processes in nonfiction text, teachers will apply what they have learned to their own disciplines, creating strategies that will support students in reading and writing within the context of content area instruction.

EDRD B632 – ACTION RESEARCH FOR LITERACY EDUCATION (3). ^
Candidates will gain skills necessary for conducting action research in literacy education and coaching. This includes assessing the needs of teacher/students, identifying research-based interventions, designing and implementing a coaching plan including identification of assessment to document effectiveness of plan, and assessing effectiveness of coaching plan.

EDRD B640P – PRACTICUM IN ASSESSING & TEACHING ENGLISH LANGUAGE LEARNERS (3). ^
(Prerequisite: Department Permission) Supervised clinical experience in literacy that is implemented within the classroom. Candidates will practice proficiency in planning, assessing, and teaching using various methods of reading and writing that serve the needs of English Language Learners. The main assessment for this course is a diagnostic reading case study.

EDRD B645 – ACTION RESEARCH FOR LITERACY COACHING (3). ^
Candidates will gain the skills to create, manage and evaluate school-wide reading programs. This includes learning adult learning theories, developing professional learning opportunities, and supervising the literacy program.

EDRD B650 – CAPSTONE: LITERACY COACHING SEMINAR (3). ^
This course is the culmination of the M.Ed. program and focuses on bringing together all of the South Carolina Literacy Competencies for Reading Coaches (SCDE, 2015). Candidates discuss presentations by various literacy specialists and exemplary literacy coaches, evaluate a variety of literacy programs, materials, and assessments, and prepare a professional portfolio.

EDRD B793 – CULTURAL & LINGUISTIC DIVERSITY FOR ESOL EDUCATORS (3). ^
This course takes as its focus cultural and linguistic diversity and identity with emphasis on the following topics: culturally responsive learning environment, cultural bias, socio-economic diversity, and the home-school connection.

EDRD B794 – LINGUISTICS FOR CLASSROOM TEACHERS PREK-12 (3). ^
This course focuses on effective strategies for helping Multilingual Learners (MLs) access grade level content while simultaneously teaching them language skills.

EDRD B795 – ESOL PRINCIPLES & STRATEGIES FOR PREK-12 CLASSROOMS (3). ^
This course focuses on effective strategies for helping Multilingual Learners (MLs) access grade level content while simultaneously teaching them language skills.

EDRD B796 – TEACHING READING & WRITING TO ESOL LEARNERS: THEORY & PRACTICE (3). ^
Effective, research-based instructional practices that promote reading and writing success for Multilingual Learners in K-12 settings.

EDRD B797 – ASSESSMENT FOR ENGLISH LANGUAGE LEARNERS (3). ^
Review of the theoretical and research-based issues associated with the evaluation of Multilingual Learners.

EDRM – Educational Research

EDRM B620 – **EDUCATIONAL RESEARCH, DESIGN, AND ANALYSIS** (3). ^
This course provides an overview of the principles, models, and techniques of educational research. A substantial portion of this course focuses on the acquisition of critical reading skills and on the analysis and interpretation of data produced by educational investigation and inquiry.

EDRM B626 – **RESEARCH FOR LITERACY EDUCATION** (3). ^
This course provides an overview of the principles, models, and techniques of educational research. A substantial portion of this course focuses on the acquisition of critical reading skills and on the analysis and interpretation of data produced by educational investigation and inquiry.

ENGL - English Language and Literature

ENGL B101 – **COMPOSITION AND RHETORIC** (3). ^
An introduction to university-level writing, emphasizing the rhetorical approaches necessary to understand other writers' purposes and stances, create effective writing, and develop processed for composing texts for academic, civic, professional, and personal purposes.

ENGL B102 - **COMPOSITION AND LITERATURE** (3).
(Prerequisite: ENGL B101 or B105, each with a grade of 'C' or higher) An extension of composition skills developed in ENGL B101 and an introduction to literature, emphasizing the interpretive skills and processes necessary to read complex and imaginative texts creatively, critically, and rhetorically so students can write responses to - and interventions in - the world around them.

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).
(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) 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).
(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) 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 B250 – **COPYEDITING AND DOCUMENT DESIGN** (3). ^
(Prerequisite: ENGL B102, with a grade of 'C' or higher) This course gives students an overview of the skills necessary to prepare texts (in a range of media) for publication: copyediting and document design. Students will learn to design texts for greater readability, and to complete document reviews including grammar/style, copyediting notations, and fact-checking. Appropriate for students from any discipline.

ENGL B262 – **INTRODUCTION TO TECHNICAL WRITING** (3). ^
(Prerequisite: ENGL B102, with a grade of 'C' or higher) An introduction to the basic concepts, processes, and genres of technical writing. Students practice using technical writing skills to communicate specialized or technical information to non-specialist audiences. Recommended for engineers, scientists, and computer scientists.

ENGL B263 – INTRODUCTION TO WORKPLACE WRITING (3)
(Prerequisite: ENGL B102 with a grade of C or better) An introduction to rhetorically-effective writing for workplace audiences, including common workplace genres (e.g. professional emails, reports, and resumes) and practice in collaborative writing, document design, and revision.

ENGL B266 – **PROFESSIONAL WRITING PRACTICUM** (1).
(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) 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 LITERATURES** (3).
(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) Survey of world literatures, spanning ancient to postmodern texts. Appropriate for students from any discipline.

ENGL B287 - **AMERICAN LITERATURES** (3).
(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) Survey of American literatures; authors, genres and periods. Appropriate for students from any discipline.

ENGL B288 - **ENGLISH LITERATURES TO THE 18th CENTURY** (3).
(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) Early British poetry, drama, and prose to the 18th Century. Appropriate for students from any discipline.

ENGL B289 - **ENGLISH LITERATURES FROM THE 18th CENTURY** (3).
(Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) British and postcolonial 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} (Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) 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} (Prerequisite: ENGL B101 or B105, and ENGL B102 or B106, each with a C or higher.) 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 playwriting, 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 playwriting, 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 playwriting that culminates in each student creating a production-ready one-act play. May be repeated with consent of instructor for a maximum of 6 credit hours.

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 – **ADOLESCENT LITERATURE & DEVELOPMENT** (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, examined through the critical lenses of psychological development, pedagogy, and publishing.

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 – **GLOBAL HISTORIES OF LITERARY THEORY** (3).
Representative global theories of literature.

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 – **HISTORIES OF THE ENGLISH LANGUAGE** (3).
{§LING B431} An overview of the histories of English, from Proto-Indo-European to Present-Day English, with an emphasis on the ways that speakers of different varieties of English have shaped the language and the ways its speakers interact with one another. No previous knowledge of linguistics 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' of higher.) Preparation for and practice in types of writing important to those working within the health care and public health 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 – **WORKPLACE WRITING** (3).
(Prerequisite: ENGL B101 or B105 and ENGL B102 or B106, each with a grade of C or higher) Advanced practice in the skills needed for effective workplace writing, with a focus on leading teams of writers, professional editing skills, and managing writing projects in a range of workplaces.

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 B469 – **TEACHING OF READING** (3).
(Prerequisite: ENGL B101, ENGL B102, and EDCI B100 or special permission from Program Coordinator for Secondary English Education) This course provides grade 7-12 ELA teachers with strategies for teaching literacy within the framework of ELA classes. The course teaches a sound theoretical knowledge of academic vocabulary, nonfiction and fiction texts structures, and strategies for analyzing and teaching texts.

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 B480 – **SECONDARY ELA METHODS** (3). ^
(Prerequisite: Admission to professional program in education; Corequisite: ENGL B481) This course will provide an introduction to and examination of practices for ELA instruction and will encompass issues of pedagogy, lesson planning, development of instructional materials, classroom management, diversity, access, and equity.

ENGL B481 – **SECONDARY ELA PRACTICUM** (4). ^
(Prerequisite: Admission to professional program in education or approval by department chair; Corequisite: ENGL B480) Supervised clinical experience in a secondary ELA setting. Observation and participation in a classroom setting is required.

ENGL B482 – **SECONDARY ELA SEMINAR** (3). ^
(Prerequisite: Admission to professional program in education or approval by department chair; Corequisite: ENGL B483) This course will provide both theoretical discussions of ELA pedagogy and support to students as they complete their internship.

ENGL B483 – **SECONDARY ELA INTERNSHIP** (12). ^
(Prerequisite: Admission to professional program in education, or approval by department chair; 100 hours of previous field experience; Corequisite: ENGL B482) Supervised clinical experience in a secondary ELA setting. Observation and participation in a classroom setting is required.

ENGL B490 – PROFESSIONALIZATION IN ENGLISH STUDIES (3).
(Prerequisite: Senior standing in English or department approval) A professional development course connecting the knowledge, skills, and experiences of the English major to advanced exploration of and active preparation for opportunities after graduation.

ENGL B491 – **ENGLISH CAPSTONE** (1). ^
(Prerequisite: English or English Education major; Department approval; Must be taken during last semester of coursework) Students' analytical reflection and writing about their program through the creation of a digital portfolio

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.

ENTR – Entrepreneurial Studies

ENTR B300 – **INTRODUCTION TO ENTREPRENEURIAL THINKING & INNOVATION** (3)
(Prerequisite: Sophomore standing) This introductory course focuses on exploring the concepts of innovation and entrepreneurship in the context of today's world and exploring one's own entrepreneurial spirit. Through self-assessment, the student will learn to capitalize on personal strengths and develop skills that lead to innovative thinking.

ENTR B400 – **LEADING DIVERSE TEAMS** (3)
(Prerequisite: Junior Standing) This course explores contemporary leadership practices with an emphasis on leading diverse teams. Students explore best practices that support diversity, equity, and inclusion to create dynamic, forward-thinking teams.

ENTR B450 – **INNOVATION & ENTREPRENEURIAL STUDIES PRACTICUM** (3)
(Prerequisite: BADM B380 or consent of instructor) This course focuses on the application of problem-solving skills to reinvent and/or pioneer innovative practices through project development in a field experience.

ENTR B499 – **SPECIAL TOPICS IN INNOVATION & ENTREPRENEURSHIP** (3)
(Prerequisite: ENTR B300 or Junior standing) This course examines advanced concepts, emerging trends and best practices related to entrepreneurial thinking and innovation in the workplace. Topics may include interdisciplinary approaches to teamwork and collaboration, workplace practices and policies, ethics, and values with entrepreneurial approaches to affect change.

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. May be repeated under different topics.

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** (0-6). ^
(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 B115 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 B115 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 B116 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 B116 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 B348 – **HISTORY OF MONEY AND TRADE** (3).
(Prerequisite: Completion of one 100-level HIST course) Money is misunderstood and its history even more so. Yet this is not because the subject has been ignored. Indeed, it has been subject to intense scrutiny by philosophers and economists, from ancient times to the present, above all during periods when relative peace and prosperity have given way to conflict and crisis of the sort we recently experienced in the first decade of the twenty-first century.

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. May be repeated under different topics.

HONS - Honors

HONS B300 – **HONORS CONTRACT** (0). ^
Honors Contract in which an additional scholarly activity is added to a currently enrolled course. These scholarly activities may include, but are not limited to, attending lectures or performances, article critiques, presentations, or research papers. The scholarly activity is agreed upon between the student and faculty member.

HONS B399 – **HONORS CONTRACT CAPSTONE** (0). ^
Honors Contract Capstone in which an additional scholarly activity is added to a currently enrolled course. Capstone honors contracts build on previous honors work and are designed to be the culminating experience for honors students. A single honors capstone experience should be completed in the last or penultimate semester before graduation. These scholarly activities may include, but are not limited to, attending lectures or performances, article critiques, presentations, or research papers. The scholarly activity is agreed upon between the student and faculty member. The Capstone honors experience is recommended to be in the student's major field of study.

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 B280 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.

HMSV B298 - **HUMAN SERVICES INTERNSHIP II** (3). ^
(Prerequisite: HMSV B290 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).
(§PSYC 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 B368 – INTRODUCTION TO VICTIM ADVOCACY (3). ^
{§PSYC B368, SOCY B368} (Prerequisite: PSYC B101 or SOCY B101) This course explores topics related to advocacy through both a criminal justice and human service lens including: legal terminology and processes in the criminal and civil justice system, victims' rights legislation, cultural competency, trauma, crisis intervention, and ethics. Successful completion of this course leads to certification, at the provisional level, as a Victim Advocate by the National Advocate Credentialing Program.

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 B403 – **WORKING WITH OLDER ADULTS** (3). ^
{§PSYC/SOCY B403} (Prerequisite: SOCY/PSYC/HMSV B303 or SOCY B313 or PSYC B328, or consent of instructor) Provides students with hands-on experience in fields serving the growing older adult population. This is a service-learning course with a significant experiential component. Students will spend time engaged directly with older adults, learning from practitioners working with and in service to older adults, supporting caregivers for older adults, and reflecting on their own perceptions of aging.

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. May be repeated under different topics.

HRTM - Hospitality Management

HRTM B110 - **INTRODUCTION TO HOSPITALITY INDUSTRY** (3).
History, growth, developments and future opportunities in the hospitality industry.

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** (3).
(Prerequisite: MATH B101 or higher) Financial and managerial accounting for hospitality organizations, to include financial management concepts such as budgeting, forecasting, and key performance indicators.

HRTM B222 – **ECONOMICS FOR HOSPITALITY** (3).
(Prerequisite: HRTM B221) A foundational understanding of economic principles as they apply to the hospitality industry. Students explore key economic concepts relevant to hospitality management including supply and demand, consumer behavior, and revenue management to enhance decision-making skills.

HRTM B230 - **HOSPITALITY MANAGEMENT** (3).
Tools available to management and their utilization in the hospitality industry.

HRTM B235 – HOSPITALITY MARKETING (3).
Introduction to basic marketing techniques and concepts in relation to the hospitality, resort, and tourism industries with an emphasis on marketing services.

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).
{§PUBH B242} 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 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 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 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: HRTM B312 and B270 - 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 B270 - all three must be taken together).Analysis, pricing constraints and mechanics of the menu.

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 B330 – **QUALITY EVALUATION 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. May be repeated once for up to 6 credits.

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 B355 – **HOSPITALITY FACILITIES MANAGEMENT** (3).
This course provides an overview of the operation and management of various hospitality facilities. Topics focus on factors influencing dining spaces, sport and special event spaces, and lodging accommodations. Specific topics include: site location; operating costs; energy and waste conservation; fire protection; maintenance, sustainability, and upkeep.

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 & CULTURE** (3). ^
{§PUBH B324} Cultural factors affecting food habits and population needs 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).
Management techniques, including planning, production and performance of off-premise catering.

HRTM B385 - **CLUB MANAGEMENT** (3).
Unique problems and issues associated with private club management.

HRTM B399 - **INDEPENDENT STUDY** (1-6). ^
(Prerequisite: Contract approval is required).

HRTM B421 – FINANCE AND REVENUE MANAGEMENT FOR HOSPITALITY (3).
Analytical skill building with a focus on revenue optimization, forecasting, strategic pricing, and distribution channel management. Students will practice using key ratios and other benchmarking indicators for evaluation of financial health for hospitality 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 B450 - **HOSPITALITY MARKETING SALES** (3).
(Prerequisite: HRTM B235) Application of marketing principles and promotional techniques to the hospitality and travel industry.

HRTM B451 – HUMAN RESOURCES IN HOSPITALITY MANAGEMENT (3).
(Prerequisites: HRTM B110 and B230) A specialized approach to human resources management in the hospitality industry. Students will analyze contemporary issues and practices, as well as the trends that transform the way people are managed specifically within the hospitality industry.

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 B385 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 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: IDST Major or Minor only, IDST B297, or 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. Can be repeated once.

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: ENGL B101 or B105 with a grade of 'C' or higher, and Prerequisite or Corequisite of B102 or B106,). Introduction to individualized study including initial development of 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 B320 – **YOGA DISCIPLINES & PRACTICE** (3).
(Prerequisite: Sophomore Standing) A broad introduction to the physical and philosophical practice of yoga. Examination of historical yogic texts and application of ideas in modern society via community outreach component.

IDST B325 – **SPORTS & THE HUMANITIES** (3).
Analyzation of the role of sports in the humanities. Emphasis on social and cultural importance of sports in humanistic study.

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** (1-3).
The application of theoretical foundations and service learning in a community project designed in IDST B351 or through an established community partner, implemented as individual or group project. Can be repeated up to 6 credit hours.

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.

ISAT -Information Science and Technology

ISAT B102 – **INTRODUCTION TO HTML AND CSS** (3).
{§CSCI B102} (Prerequisite: two years of college preparatory mathematics) Introduction to systematic computer problem-solving and programming for a variety of applications. Open to all majors.

ISAT B104 – **COMPUTER PROGRAMMING TECHNIQUES, PRACTICES, AND TOOLS** (3).
{§CSCI B104} (Prerequisites: Two years of college preparatory mathematics or equivalent) Students successfully completing this course will have developed basic competence in computer programming techniques, practices, and tools. Topics include: coding standards and best practices; implicit and explicit types; conditional/complex-conditional logic; iteration; logic encapsulation and code modularity; parameter/argument usage; file input and output; Integrated Development Environment (IDE) usage; computer program creation. Previous programming experience is not required.

ISAT B145 – OBJECT-ORIENTED PROGRAMMING I (4).
{§CSCI B145} (Prerequisite: C or better in MATH B111 or higher or consent) Problem solving, algorithmic design, and programming. Open to all majors.

ISAT B146 – **OBJECT-ORIENTED PROGRAMMING II** (4).
{§CSCI B146} (Prerequisite: CSCI/ISAT B145) Continuation of CSCI/ISAT B145. Rigorous development of algorithms and computer programs; elementary data structures. Open to all majors.

ISAT B150 – **INTRODUCTION TO COMPUTER SCIENCE** (3).
{§CSCI B150} (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.

ISAT B201 – INTRODUCTION TO COMPUTER SECURITY (3). ^
{§CSCI B201} (Prerequisite or Co-requisite: CSCI/ISAT B104) This course will provide students with an introduction to the theory and practice of computer security. Topics to be covered include: security policies, authentication, digital certificates, firewalls, malicious code, legal and ethical issues, and incident handling. [This is the first required course in the ISAT Cybersecurity concentration].

ISAT B202 – INTRODUCTION TO FRONT-END WEB DEVELOPMENT (3).
{§CSCI B202} (Prerequisite: CSCI B145 and B150) Application of programming techniques to the development of interactive, event-driven web applications. Brief coverage of document markup (HTML) and styling (CSS) essentials, followed by significant coverage of scripting languages, libraries, and frameworks for manipulating the Document Object Model.

ISAT B207 – COMPUTER SYSTEM ADMINISTRATION (3). ^
{§CSCI B207} (Prerequisite: CSCI/ISAT B104 and CSCI/ISAT B150) Account maintenance, backups, restoration, system configuration, resource allocation and monitoring, network management, peripheral administration, emphasis on Microsoft Windows and UNIX/Linux systems.

ISAT B211 - **DIGITAL LOGIC DESIGN** (3).
{§CSCI B211} (Prerequisite: MATH B141 or B174) Number systems, Boolean algebra, logic design, sequential machines.

ISAT B212 – **INTRODUCTION TO COMPUTER ARCHITECTURE** (3).
{§CSCI B212} (Prerequisite: CSCI/ISAT B211) Organization and architecture of computer systems hardware; instruction set architectures; addressing modes; register transfer notation; processor design and computer arithmetic; memory systems; hardware implementations of virtual memory, and input/output control and devices.

ISAT B240 – C++ PROGRAMMING (3).
{§CSCI B240} (Prerequisite: CSCI/ISAT B145) Programming and application development using C++; fundamentals of software design and development; software implementation strategies; object-oriented design techniques; ethics in software development.

ISAT B250 – MOBILE APPLICATION DEVELOPMENT (3).
{§CSCI B250} (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.

ISAT B255 - INTRODUCTION TO COMPUTATIONAL BIOLOGY (3).
{§CSCI B255} (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.

ISAT B265 – **GRAPHICS, MULTIMEDIA AND USER-INTERFACE DESIGN** (3).
{§CSCI B265} (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.

ISAT B280 - COMPUTATIONAL MATHEMATICS (4).
{§CSCI B280, MATH B280} (Prerequisite: MATH B142 and CSCI/ISAT 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.

ISAT B317 – **INTRODUCTION TO DIGITAL FORENSICS** (3).
{§CSCI B317} (Prerequisite: CSCI B201/ISAT B201 or Permission of Instructor) This course will provide students with an introduction to the field of digital forensics and e-discovery. Topics to be covered include the scientific method of digital forensics, electronic discovery, legal issues related to digital analysis, and mobile technologies. Students will learn basic procedures and requirements for conducting digital forensics on a variety of platforms, including Windows, iOS, and Android devices.

ISAT B318 – **EHTICAL HACKING** (3). ^
(Prerequisite: ISAT B201) Introduction to the principles and techniques associated with the cybersecurity practice known as penetration testing or ethical hacking. The course covers planning, reconnaissance, scanning, exploitation, post-exploitation, and result reporting. The student discovers how system vulnerabilities can be exploited and learns to avoid such problems.

ISAT B320 – **DATABASE MANAGEMENT SYSTEMS I** (3).
{§CSCI B320} (Prerequisite: CSCI/ISAT B104) Provides foundations of relational database systems for students with little prior database experience. Topics include: common relational database platforms; data design, normalization, and modeling with emphasis on confidentiality, availability, and integrity; data definition, manipulation, and control using Structured Query Language (SQL).

ISAT B321 - DATABASE-DRIVEN APPLICATIONS DEVELOPMENT (3).
{§CSCI B321} (Prerequisite: CSCI/ISAT B145 and CSCI/ISAT B320) This course introduces students to database-driven multi-tier application development concepts, techniques, practices, and tools. Topics include: database design and integration; server-side programming; user interface design; human-centered design; iterative development; and application security.

ISAT B350 – INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS (3).
{§CSCI B350} (Prerequisite: CSCI/ISAT B146) Core techniques in the scientific computing process; the focus is on numerical methods, data structures, and computing optimization.

ISAT B365 – COMPUTER GRAPHICS (3).
{§CSCI B365} (Prerequisite: [MATH B230 or CSCI/MATH B280] and CSCI B240 or consent of instructor) 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.

ISAT B399 - **INDEPENDENT STUDY** (1-3). ^
{§CSCI B399} (Prerequisite: Contract approval is required).

ISAT B401 – INFORMATION SECURITY PRINCIPLES (3).
{§CSCI B401} (Prerequisite: CSCI B201) This course extends fundamental computer security concepts, practices, and issues, introducing students in the broader field of information security. Topics include: common attack/threat vectors; information security planning; information security prevention, detection, and response tools and approaches; risk and risk assessment; human factors in information security; legal, ethical, and professional issues.

ISAT B409 – SELECTED TOPICS IN SECURITY (3).
(Prerequisite: Consent of instructor) Intensive study of a particular topic in computing security, information security, or other aspects of cybersecurity. Course content varies and will be announced in the schedule of classes by topic title. May be repeated for credit under a different topic title.

ISAT B416 – INTRODUCTION TO COMPUTER NETWORKS (3).
{§CSCI B416} (Prerequisite: CSCI/ISAT 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.

ISAT B420 – DATABASE MANAGEMENT SYSTEMS II (3).
{§CSCI B420} (Prerequisite: CSCI B320) This course explores advanced data manipulation and server-side programming techniques for use in enterprise Relational Database Management Systems (RDBMS). Topics include: platform specific programmatic extensions to Structured Query Language (SQL); stored procedure, function, and package implementation; trigger creation and usage; query optimization techniques; security considerations.

ISAT B422 – INTRODUCTION TO DATA MINING (3).
{§CSCI B422} (Prerequisite: [MATH B230 or CSCI/MATH B280] and [STAT B240 or STAT B340] or consent of instructor). Introduction to information processing techniques and mathematical tools to assemble, access, and analyze data for decision support and knowledge discovery.

ISAT B426 – SPECIAL TOPICS IN COMPUTER NETWORKS & DISTRIBUTED COMPUTING (3).
{§CSCI B426} (Prerequisite: CSCI B416) Advanced topics in Computer Networks, course content varies and will be announced in the schedule of classes by suffix and title. May be repeated under different topics.

ISAT B437 – INFORMATION TECHNOLOGY PROJECT MANAGEMENT (3).
{§CSCI B437} (Prerequisite: [CSCI/ISAT Majors only] and [Junior or Senior status]) This course introduces students to project management concepts, techniques, and tools used by project managers to plan, initiate, manage and close information technology projects. Topics include: the systems approach to project management; application of a project management framework to the planning and management of scope, cost, people, expectations, risk, communications, and procurement; agile methodologies; project management software.

ISAT B450 – MODELING AND SIMULATION (3).
{§CSCI B450} (Prerequisite: [STAT B240 or STAT B340] and CSCI/ISAT B350 or consent of instructor). 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.

ISAT B455 – CRYPTOGRAPHY (3).
(Prerequisite: CSCI/ISAT B201, CSCI/ISAT B416, MATH B141, and STAT B201 or B240 or B340, or consent of instructor) Cryptography, secure encryption protocols, and the essential mathematics underlying encryption. Number theory, symmetric and asymmetric ciphers, hash functions, key management and distribution. Transport-level security and other forms of network and Internet security.

ISAT B469 – HIGH PERFORMANCE COMPUTING (3).
{§CSCI B469} (Prerequisite: CSCI/ISAT B240) 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.

ISAT B470 – SOFTWARE SYSTEM PROCESS AND MANAGEMENT (3).
{§CSCI B470} (Prerequisite: [CSCI/ISAT B145 and CSCI/ISAT B320] 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.

ISAT B499 – COMPUTER SCIENCE CO-OP/INTERNSHIP (1-3).
(Prerequisite: [CSCI/ISAT Majors only] and consent of instructor) Practical work experience in an area of Computer Science or IT, selected by the student and approved by the Computer Science Department Chair or ISAT Program Coordinator. For 1 credit, 45 minimum internship work hours are typically required; for 2 credits, 90 work hours; and for 3 credits, 135 work hours.

LANG – INTEGRATED LINGUISTICS

LANG B101 – **INTEGRATED LINGUISTIC SKILLS FOR NATIVE SPEAKERS I** (4).
Introduction to foreign language linguistic skills (beginning level 1) with stress on effective communication in both written and spoken language as well as reading comprehension and an understanding of cultural practices for academic purposes.

LANG B102 – **INTEGRATED LINGUISTIC SKILLS FOR NATIVE SPEAKERS II** (4).
Continuation (beginning level 2) of foreign language linguistic skills with stress on effective communication in both written and spoken language as well as reading comprehension and an understanding of cultural practices for academic purposes.

LANG B201 – **INTEGRATED LINGUISTIC SKILLS FOR NATIVE SPEAKERS III** (4).
Continuation (intermediate level 1) of foreign language linguistic skills with stress on effective communication in both written and spoken language as well as reading comprehension and an understanding of cultural practices for academic purposes.

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 B345 – CHARACTER DESIGN & LOOK DEVELOPMENT (3).
(Prerequisite: MART B210 or B281) Advanced course on character design as a fundamental aspect of storytelling across various mediums such as animation, gaming, illustration, and film. This comprehensive course in character design and look development offers students the opportunity to explore the process of creating compelling and memorable characters from conception to completion, using industry standard tools.

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 B479 – AGILE PRACTICES IN VIDEO GAME PRODUCTION (3).
{§CSCI B479} (Prerequisites: MART B210 and MART B281; or MART B381; or Permission from the Instructor) A team-based, project-centric course in which students are expected to follow proven principles and practices in modern software product design and development to produce a polished video game prototype suitable for potential commercial development and distribution. Prior experience in either the creation of digital 2D or 3D art or the development of video games (preferably programmed in Java or a similar object-oriented language) is strongly recommended. Course can be repeated for credit; maximum of 6 credit hours.

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. May be repeatable with different internship experiences.

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. Offered every semester.

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. Offered every semester.

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. Offered every semester.

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. Offered every semester.

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. Offered every semester.

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, infinites 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. Offered every semester.

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'Hopital's Rule, improper integrals; sequences and series of real numbers, power and Taylor series, introduction to polar coordinates. Offered every semester.

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. Offered Spring semester.

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. Offered Spring semester.

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. Offered every Fall semester.

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. Offered every Spring semester.

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. Offered Fall semester.

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. Offered Spring semester.

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. Offered Spring semester.

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). Offered every semester.

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. Offered Fall semester.

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. Offered Fall semester.

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. Offered Spring semester.

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 B421 – **MATHEMATICS FOR SECONDARY TEACHERS** (3).
Survey of properties and algebra of real numbers and complex numbers; properties and representations of various functions; concepts of calculus; Euclidean and non-Euclidean geometries; applications of probability, data analysis, and discrete mathematics.

MATH B427- NUMERICAL ANALYSIS (3).
(Prerequisite: MATH B280 or B242, and MATH B230) Interpolation and approximation of functions; solution of algebraic equations; numerical differentiation and integration; numerical solutions of ordinary differential equations and boundary value problems; computer implementation of algorithms.

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. Offered Spring semester.

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 B452 – COMPLEX ANALYSIS (3). ^
(Prerequisite: grade of 'C' or better in MATH B240) Complex integration, calculus of residues, conformal mapping, Taylor and Laurent series expansions, applications.

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; metrizability; 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. Offered Spring semester.

MATH B497 – READING FOR SENIOR THESIS (1). ^
(Prerequisite: Junior standing with GPA of 3.0 within Mathematics major and departmental approval.) Directed reading in preparation for senior thesis in literature.

MATH B498 – **SELECTED TOPICS IN MATHEMATICAL SCIENCES** (1-4).
(Prerequisite: Consent of Instructor) Intensive study of a particular topic in pure mathematics, applied mathematics, and mathematics education. Course content varies and will be announced in the schedule of classes by topic title. May be repeated for credit under a different topic title.

MATH B499 – SENIOR THESIS (2). ^
(Prerequisite: MATH B497) The senior thesis provides a capstone experience for Mathematics majors. Students will work independently and with the professor to complete a substantial expository or research project.

MGMT - Management

MGMT B300 - **CAREERS IN BUSINESS** (3).
(Prerequisite: Junior standing) An introduction to career opportunities and the career placement process in business.

MGMT B355 – **INTRODUCTION TO HEALTH CARE MANAGEMENT** (3). ^
(Prerequisite: Junior Standing) This course will provide students with the opportunity to develop a general understanding of the health care industry and managerial and organizational aspects of health care organizations. Students will learn to apply management concepts, processes, and theoretical ideas in addressing management problems in health care organizations and in the operation of health care systems. Course activities will enable students to learn the importance of identifying and managing finite resources, complying with ethical and legal standards, and recognizing tradeoffs between patient care and financial accountability.

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 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. May be repeated under different topics.

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 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 B475 – **OPERATIONS AND SUPPLY CHAIN 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.

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) 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) 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) Investigates the theory and practice of marketing research with emphasis on the problem-oriented nature of marketing research and how research activities are implemented by marketing researchers and used by managers.

MKTG B355 – HEALTHCARE MARKETING (3). ^
An examination of the segmentation, brand image management, and positioning strategies that underlie the strategic marketing practices of healthcare organizations. Topics include basic principles and key concepts related to the design and implementation of marketing efforts in healthcare organizations. The goal is to understand the process involved in the development and analysis of strategic healthcare marketing plans.

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.

MKTG B474 – SPORTS MARKETING (3). ^
(Prerequisite: MKTG B350) A study of promotion, sales, and sponsorship strategies utilized in both the marketing of sports (events and properties) and marketing through sports (building brands via alignment with a sports property).

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 B101 – **NURSING HONORS SEMINAR II** (1). ^
(Prerequisite: NURS B100) This honors course is designed to provide students with the opportunity to explore the changing role of nursing in the American healthcare system. Seminar meeting and planned excursions will facilitate scholarly exploration of the scope of practice including direct care roles and indirect care roles of the nurse and their influence on health policy and the health of populations across the nation.

NURS B105 – **CONCEPTS, COMMUNICATIONS, AND CALCULATIONS** (3). ^
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 medical calculations is provided as skills that promote patient safety within the health disciplines. Written communication skills for the professional nurse will be presented. Students will be introduced to the difference between scholarly and non-scholarly sources.

NURS B200 – **NURSING HONORS SEMINAR III** (1). ^
(Prerequisite: NURS B101) This honors course is designed to provide students the opportunity to explore changing role of nursing across the globe. Seminar meetings and planned excursions will facilitate scholarly exploration of nursing practice, comparing and contrasting nursing practice in developed and developing countries with the United States. Emphasis is placed on the social determinants of health that influence disease prevention and health.

NURS B201 – **NURSING HONORS SEMINAR IV** (1). ^
(Prerequisite: NURS B200) This honors course is designed to provide students the opportunity to explore the changing role of nursing to improve the health of others. Through seminar meetings and experiential leaning, students will pursue a scholarly exploration of the healthcare system and health needs of populations at the regional, state, national or international level, culminating in a service-learning project focused on the leading health indicators of the Centers for Disease Control and Prevention (CDC) Healthy People 2020.

NURS B202 – **DECISION-MAKING IN CONCEPT BASED CARE** (3). ^
(For the pre-licensure track: Prerequisite: Acceptance as a pre-licensure BSN student; Co-requisite: NURS B310 and NURS B312) The nursing process as a problem-solving framework is introduced to identify, treat, evaluate and document clinical problems in health records. Emphasis is placed on patient- and family-centered therapeutic communication as an adjunct to assessment and evaluation. Selected universal concepts reflecting the holistic nature of caregiving across settings are presented to advance critical thinking.

NURS B202C – **CLINICAL CARE & INTRODUCTION TO NURSING TECHNIQUES** (3). ^
(Co-requisites: NURS B202, B310, B312) This course emphasizes how to perform common nursing procedures. Techniques and skill development are practiced ensuring patient confidentiality, comfort measures and pain management, dietary restrictions/ intake and output measurement, infection control, vital signs, body mechanics/safety, concepts of self-care/hygiene, mobility and transfer, basic lab collection and interpretation of lab values commonly used in practice settings.

NURS B300 – **SEX, SEXUALITY, GENDER AND HEALTHCARE** (3). ^
This course presents issues of sex, sexuality, and gender (SSG) that health care professionals will encounter. Students will learn the impact of sex, sexuality and gender in the context of healthcare. Disparities of health issues will be discussed from the continuum of health care practice, from education, through diagnosis, to treatment and response.

NURS B303 – **HEALTH & WELLNESS INNOVATION: CREATIVE INQUIRY** (3). ^
{§PUBH B303} (Prerequisite: NURS B350) The purpose of this course is to introduce and encourage health professional-driven innovation. This course equips students with an empathetic mindset to see healthcare and public health issues from the perspective of the person who is experiencing the challenge. Students will develop new and creative ways to improve health and well-being.

NURS B305 – SPIRITUALITY, HEALTH, AND HEALTH PROFESSIONS (3).
(Prerequisite: NURS B202 or PUBH B315) Exploration of spirituality, its effect on health, and health professionals roles in the spiritual care of clients.

NURS B310 - **PATHOPHYSIOLOGY** (3). ^
(Prerequisite: Acceptance to the Pre-licensure or RN to BSN Program or consent of Instructor). Building on prior science courses, this course advances knowledge of pathophysiology by analyzing the molecular, cellular and organ system changes that occur with common diseases, noting their impact on total body function and homeostasis. Focus is on the mechanisms of underlying diseases needed to deliver preventive and therapeutic health care interventions.

NURS B312 – **ASSESSMENT AND PHYSICAL EXAMINATION OF INDIVIDUALS** (3). ^
(Prerequisite: Acceptance to the Pre-licensure program, RN licensure or consent of instructor) Students will conduct a systematic patient examination to determine the health, health risk, and health alterations from disease conditions. The focus is on adults with normal physiologic variation and extends to include age, gender, and socio-cultural variants. Using assessment findings students will derive clinical problem statements, determine risk reduction strategies, and align assessment findings with laboratory and other diagnostic results to create a comprehensive health profile.

NURS B320 – **PHARMACOLOGIC INTERVENTIONS** (3). ^
(Prerequisite: NURS B310 or consent of instructor) Pharmacokinetics, pharmacodynamics and pharmacogenetics are studied from a drug classification typology. The nurse's role in verifying and validating drug prescriptions, calculating dosages, administering will build previous learning. Assisting patients with the management of side effects, drug discontinuation, and iatrogenic complications are studied. Current issues with poly-pharmaceuticals, addiction, and self-management with over-the-counter and herbal usage will be discussed from an evidence- and ethically-based practice perspective.

NURS B325 – **NURSING INFORMATICS AND TECHNOLOGY IN HEALTHCARE** (3).
"(Prerequisite: NURS B202 or NURS B301) This course introduces nursing informatics and patient care technologies utilized in healthcare settings. Students explore informatics and technology from identification, retrieval, processing, evaluation, and management of healthcare technology and information systems intended to improve patient outcomes and reduce risk of harm. Legal and ethical considerations related to these technologies are examined. Emphasis is placed on selected technologies and evaluating how they impact nursing practice and influence quality and safety across the continuum of care. Basic computer literacy is a pre-requisite to support success.

NURS B326 – **CARE OF ADULTS WITH ACUTE AND CHRONIC CONDITIONS** (3). ^
(Prerequisite: NURS B202, B202C, B310 and B312) Nursing management of adult and older adult patients with acute and chronic conditions is introduced. Students will synthesize previous courses to link nursing concepts, physical examination and pharmacology as part of the care management plan. As disease processes by body system are examined in greater depth, students will study disease staging, complex therapeutics and technology usage, and anticipatory complications. Stigma, ethics, and discharge from one setting to another across the care continuum are presented as advanced challenges to intervention and outcome management.

NURS B326C – **CLINICAL CARE OF ADULTS WITH ACUTE AND CHRONIC CONDITIONS** (3). ^
(Prerequisites: NURS B202, B202C, B312. Corequisite: NURS B320 & B326) Students will be exposed to adults and older adults with acute and chronic conditions. Clinical experiences will focus on the application of knowledge and skills related to the care of an adult patient. Emphasis will be placed on applying the nursing process to manage care, setting clinical priorities and using technology to anticipate patient needs as a member of interprofessional teams.

NURS B330 – TRANSCULTURAL HEALTH PRACTICES (3).
(Prerequisite: PSYC B101 or SOCY B101 or consent of instructor) This course focuses on the health practices of individual, family and communities with varied cultural, socioeconomic, and global backgrounds. Cultural variables such as age, gender, ethnicity, family structure, spiritual practice and religion, sexual expression, economics, and common health practices are examined to sensitize providers to person-centered care. Cultural practices in birth, health, pain management, natural healing practices, illness and death are explained and reinforced.

NURS B341 – PERFORMANCE OF CARING (3).
{§THEA B341} (Prerequisite: SOCY B101 or PSYC B101) The class aims to train students to act as Simulated Participants (SP) in the Nursing Simulation lab as patients and supporting roles (such as patient family members) in dynamic, realistic simulated healthcare experiences. These experiences help train future nurses in a lifelike way.

NURS B350 – **THE SCIENCE OF EVIDENCE-BASED PRACTICE** (3). ^
(Prerequisite: STAT B201 and NURS B202 or RN Licensure or consent of Instructor) The science of nursing is presented exploring how research builds the nursing profession. The research process, from question to study design and analysis, and onto field-based implementation is contrasted. Students are exposed to multiple studies sufficient to inform evidence-based practice and discern good from bad science. Discussion of institutional databases available to inform quality improvement and organizational policy is explained. Ethical concerns and the mitigation of research risks are considered.

NURS B356 – **CARE OF CHILDBEARING FAMILIES** (3). ^
(Prerequisite: NURS B320 and NURS B326; Corequisite: NURS B358) This course addresses the primary and preventive care provided to childbearing families. The needs of reproducing families to ensure safe pre-, intra-, and postnatal outcomes are addressed to ensure growth and functioning in the family unit. Male reproductive and female gynecological norms and abnormalities, along with complications of pregnancy, are contrasted. Psychosocial adaptations and special needs of the family unit are studied to manage grief and loss, palliative care and women's and men's reproductive health challenges.

NURS B357 – **NURSING CONCEPTS IN ADULT HEALTH** (3). ^
(Prerequisite: Junior Standing) This class will help bridge an identified learning gap between NURS B326 and NURS B425. The class will reinforce knowledge and application in Adult Health Nursing using a concept-based approach. The content will focus on critical thinking and clinical judgement utilizing the nursing process.

NURS B358 – **CARE OF CHILDREN** (3). ^
(Prerequisite: NURS B320 and NURS B326; Corequisite: NURS B356) The developmental, physiologic, cognitive, and health needs of children are presented. Children with acute and chronic health conditions, genetic abnormalities, and infectious diseases are studied with attention to how children respond to and adapt to disease and how disease prevention is addressed. Special attention is given to rapid and accurate assessment, availability of specialized health providers and equipment, and rapid transfer of pediatric patients during life-threatening emergencies.

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 B360C – **CLINICAL CARE OF CHILDBEARING FAMILIES** (3). ^
(Prerequisite: NURS B320 and NURS B326; Corequisite: NURS B356 and NURS B358) In conjunction with NURS B358, this course blends practice/simulation laboratory experiences with clinical experiences in care settings where mothers, infants, children and family units receive care.

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). ^
{§PUBH B401} (Prerequisite: NURS B326 or PUBH 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 – **LEADING IN ORGANIZATIONS** (3). ^
(Prerequisite: Acceptance to RN to BSN program or NURS B326 or permission of instructor) This course examines the organizational and care delivery models where nurses lead, manage, and follow. Human resource practices; legal, regulatory, and risk management functions; quality improvement and change management techniques; and delegation expectations of the nurse are examined. Students are introduced to organizational and leadership theories.

NURS B412 – **CARE OF INDIVIDUALS WITH MENTAL AND ADDICTIVE DISORDERS** (3). ^
(Prerequisite: NURS B320 and NURS B350; Pre or Co-requisite: NURS B360) This course focuses on the epidemiology and treatment of individuals with acute and chronic mental and addiction disorders across the lifespan. Bio-physical, genetic and environmental predisposition to these conditions are examined. Pharmacologic approaches are reviewed, with emphasis on maintaining drug therapy and alleviating side effects. Cognitive approaches to helping patients and families manage anxiety, fear, and self-doubt are addressed.

NURS B418 - **COMMUNITY AND PUBLIC HEALTH NURSING** (3).
(Prerequisite: NURS B356 and NURS B358 for pre-licensure students; NURS B350 for all nursing students; Co-requisite or prerequisite of NURS B401 for all nursing students) Primary prevention strategies for populations at risk are emphasized to promote and protect health and prevent disease across the life span. Local, state and national health policies, political and economic influences will be part of the analysis of community issues and activities. An inter-disciplinary, collaborative approach is taken in community assessment, decision-making, planning, implementation and evaluation throughout community health nursing practice. The role and functions of agencies that deliver public health, community-based is presented. These functions include communicable disease reporting, control and management, environmental monitoring, disaster preparedness and management, the care of vulnerable populations, and public education. Community assessment and agency coordination at the local, regional, and national level is discussed. Principles of epidemiology, surveillance, environmental influences on health, strategies for dealing with public health issues will be presented in caring for populations. The place for community-based and public health nursing as part of a coordinated/dis-coordinated care system at the local, regional, and national level will be examined. National and state agencies such as the CDC, DHEC and American Red Cross will serve as exemplars for the care coordination.

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 B422C – **CLINICAL CARE IN PUBLIC AND COMMUNITY HEALTH SETTINGS** (3).
(Prerequisite: NURS B320, B326, and B350. Corequisite: NURS B412 and B418) In conjunction with NURS B412 and NURS B418, this clinical course focuses on experiential learning in community-based or public health settings. These settings serve primary and prevention care needs of school age, mental health, addictions, or other populations. A change management project that involves priority setting, delegation, policy making, budgeting, and/or measurement of community impact is introduced. Clinical experience may also include providing community-based education, care coordination, and managing resource capacity.

NURS B425 – **CARE OF HIGH ACUITY ADULTS & ELDERS** (3). ^
(Prerequisite: NURS B412, B418, B422C) This course will present advanced concepts in the care of high acuity and critically ill adult and elderly patients often seen in the intensive care setting. Cases analyzed will deal with high acuity illnesses, multi-systems failure, trauma, field-based communications and medical transfers. Technology to monitor, evaluate, and sustain life will be reviewed. Emphasis will be placed on Interprofessional collaboration to optimize care in the high acuity adult as well as adult palliative care and end-of-life care. Students will build confidence in rapid responses to dynamic changes in patient conditions and response. The psycho-social-support aspects of assisting families through highly vulnerable situations will be refined.

NURS B425C – **CLINICAL CARE OF HIGH ACUITY ADULTS & ELDERS** (3). ^
(Prerequisite: NURS B326, B326C, B412, B418 & B422C. Corequisite: NURS B425) Students will have exposure to adults and elders with high acuity needs. Clinical experiences will focus on the application of knowledge and skills related to the care of a high acuity adult or elder. Emphasis will be placed on application of the nursing process to manage care and reduce risks in this population, utilization of technology to monitor rapidly changing patient needs, plan and prioritize care, anticipate patient needs and contribute to interprofessional teams collaborating care for the high acuity adult or elder.

NURS B430C – **CLINICAL SYNTHESIS AND SEMINAR** (3). ^
(Prerequisite: NURS B412, B418 and B422C) In this clinical course, students will have an opportunity to model program outcomes and strengthen their abilities to manage a client population throughout a shift, focusing on organizational, delegation, and time management skills. Priority setting and the ability to develop focus in delivering care to more than one client are emphasized. In the seminar setting, synthesis of clinical information linked to individuals, families, and communities will be reviewed. Role understanding and clinical functioning will be evaluated to meet entry-level practice expectations. Knowledge of patient education, discharge planning, team functions, and nursing skills will be demonstrated.

NURS B435 – **CAREER PREPARATION & TRANSITIONS** (2). ^
(Prerequisite: NURS B412, B418, & B422C) Students will prepare a personalized career plan that is consistent with an intentional career focus. Documents needed to apply for licensure, jobs, and continuing education will be developed and refined. Interviewing skills needed for applying for jobs and graduate level education are rehearsed. The use of social media in job procurement is presented. Readiness for NCLEX-RN® and achievement of licensure will be emphasized.

NURS B450 – **ETHICAL DECISION-MAKING, LEGAL ISSUES AND HEALTH POLICY IN PROFESSIONAL NURSING** (3).
(Prerequisite: NURS B202) This course examines legal and ethical issues in healthcare and how they influence health policy. Students study legal principles governing professional nursing practice and explore frameworks to support ethical decision-making across the continuum of care. The nurse's role in healthcare policy development, implementation and analysis are explored, particularly as it relates to legal and ethical issues affecting practice. Students explore current legal/ethical issues and existing health policies, with an emphasis on how these issues impact access to, and delivery of healthcare services to vulnerable populations.

NURS B499 – **SPECIAL TOPICS IN PROFESSIONAL NURSING PRACTICE** (1-3).
(Prerequisite: NURS B326 or consent of instructor) This course examines advanced concepts, emerging trends and issues, and evidenced-based practice changes in professional nursing practice. Variable hours between 1-3 credits, depending upon special topic. Topics may include complementary and alternative health practices, end-of-life and palliative care, working with special populations, and nursing theories. May be repeated under different topics.

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 fundaments 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 B303 – **CRITICAL SOCIAL THEORIES** (3).
This course is an introduction to the critical social theories that have developed since the late 19th century. Critical social thought in philosophy focuses on various socio-historical conditions in contemporary society, as well as on the sociocultural methods that are used to study them. Possible frameworks may include Marxism, Neo-Marxism, feminist philosophies, queer theory, critical race theory, and post-analytic philosophy. Social and cultural topics may include race, gender, global economic dynamics, Internet culture, and social media.

PHIL B304 – **HISTORY OF ANALYTIC PHILOSOPHY** (3).
This course is an introduction to analytic philosophy in the British and American philosophical traditions, emphasizing epistemology and the philosophy of language. Particular attention will be given to developments arising out of logical positivism and ordinary language philosophy.

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 B315 - **PHILOSOPHY OF TECHNOLOGY** (3).
This course will focus on the various philosophical questions and issues that arise from the technological opportunities and challenges of the 21st century. Philosophical topics surrounding technology will include those related to ethics, the philosophy of language, feminism, critical theory, and pragmatism. Possible topics regarding technology may include information technologies, robotics, AI, genetic engineering, cyborgs, climate change/geoengineering/the Anthropocene, and social media technologies. Finally, we investigate how technological developments stimulate philosophical thinking.

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 under different topics.

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 or B201L) 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).

PHYS B212 - **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. May be repeated under different topics.

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 B202 - **PSYCHOLOGICAL STATISTICS** (3).
Introduction to statistical methods for psychology research.

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).
The application of psychological principles and techniques in applied contexts such as clinical, health, forensic, educational, industrial/organizational, sport, environmental, community, and counseling 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). Applications and research regarding the acquisition and retention of knowledge, including concepts such as the neurobiological basis of learning and memory, classical and operant conditioning, episodic and semantic memory, working memory and social learning.

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 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. Satisfies 3-credit hour course requirement for Natural Science GE.

PSYC B368 – **INTRODUCTION TO VICTIM ADVOCACY** (3). ^
{§HMSV B368, SOCY B368} (Prerequisite: PSYC B101 or SOCY B101) This course explores topics related to advocacy through both a criminal justice and human service lens including: legal terminology and processes in the criminal and civil justice system, victims' rights legislation, cultural competency, trauma, crisis intervention, and ethics. Successful completion of this course leads to certification, at the provisional level, as a Victim Advocate by the National Advocate Credentialing Program.

PSYC B380 – **CULTURAL PSYCHOLOGY** (3). ^
(Prerequisite: PSYC B101) A global cultural perspective on human behavior exploring how culture influences our lives and the lives of others across the world. Topics may include cultural influences on development, mental health, cognition, personality and social behavior. Satisfies 3-credit hour course requirement for Global Citizenship & Multicultural Understanding GE.

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 B403 – **WORKING WITH OLDER ADULTS** (3). ^
{§HMSV/SOCY B403} (Prerequisite: SOCY/PSYC/HMSV B303 or SOCY B313 or PSYC B328, or consent of instructor) Provides students with hands-on experience in fields serving the growing older adult population. This is a service-learning course with a significant experiential component. Students will spend time engaged directly with older adults, learning from practitioners working with and in service to older adults, supporting caregivers for older adults, and reflecting on their own perceptions of aging.

PSYC B404 – **PSYCHOLOGY CONSUMER BEHAVIOR** (3).
(Prerequisite: PSYC B101) Psychological Principles and concepts applied to advertising and selling, promotion, consumer attitudes, psychological measurement and prediction, and influence in consumer behavior.

PSYC B406 - **HISTORY AND SYSTEMS OF PSYCHOLOGY** (3).
(Prerequisite: PSYC B101) This course covers 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) 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 B413 – **TRAUMA & RECOVERY** (3). ^
(Prerequisite: PSYC B311 or equivalent) This course will provide an overall theoretical basis for trauma assessment and intervention. Students will learn the overview of trauma & recovery from crime scene to therapy couch. Topics include legal, social, and behavioral concepts of trauma, trauma theory, treatment options, and stages of recovery.

PSYC B415 - **COMMUNITY PSYCHOLOGY** (3).
(Prerequisite: PSYC B101) Community psychology explores the roles that individuals play in the formation, resilience, and well-being of communities and, in turn, examine how communities influence the individual.

PSYC B418 - **PSYCHOLOGY OF DRUG USE AND EFFECTS** (3).
(Prerequisite: PSYC B101) Overview of the physiology and psychological effects of psychoactive substances and of addictions. Historical, societal, legal, medical, and economic factors on psychoactive substance use and abuse will be explored.

PSYC B425 – **PSYCHOLOGY AND THE LEGAL SYSTEM** (3).
(Prerequisite: PSYC B101) The role of psychologists in the legal system, psychological issues within the legal system, interpretations of victims and criminality, and treatment of offenders.

PSYC B441 - **PSYCHOLOGICAL TESTS AND MEASUREMENT** (3).
(Prerequisite: PSYC B101) An overview and application of psychological tests and measurement techniques. Practical experience in the use of standardized psychological tests in counseling, evaluation, and career and life decisions will be provided.

PSYC B451 - **SENSATION AND PERCEPTION** (3).
(Prerequisite: PSYC B101) A focus on processing of information from internal sources and the environment, including physiological, neurobiological, physical, psychological and contextual determinants of sensory stimulation and sensory perception.

PSYC B462 – **PSYCHOLOGY IN FILM** (3). ^
(Prerequisite: PSYC B101) Application of knowledge from various areas of psychology to the study of film and portrayal of psychological concepts in film.

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. May be repeated under different topics.

PSYC B494 – **ADVANCED RESEARCH METHODS IN PSYCHOLOGY** (3).
(Prerequisite: PSYC B200 and [PSYC B202 or SOCY B220 or STAT B201]) This course provides an integration of research methods and statistical methods. Students will design and complete a psychology research project.

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.

PUBH – Public Health

PUBH 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.

PUBH B242 – NUTRITION (3).
{§HRTM B242} 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.

PUBH 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).

PUBH B303 – **HEALTH & WELLNESS INNOVATION: CREATIVE INQUIRY** (3). ^
{§NURS B303} (Prerequisite: PUBH B310) The purpose of this course is to introduce and encourage health professional-driven innovation. This course equips students with an empathetic mindset to see healthcare and public health issues from the perspective of the person who is experiencing the challenge. Students will develop new and creative ways to improve health and well-being.

PUBH B305 – SPIRITUALITY, HEALTH, AND HEALTH PROFESSIONS (3).
(Prerequisite: NURS B202 or PUBH B310) Exploration of spirituality, its effect on health, and health professionals roles in the spiritual care of clients.

PUBH B310 - INTRODUCTION TO PUBLIC HEALTH (3).
A broad-based overview of those processes that enable people to assume responsibility for health and wellness and the role of the public health professional.

PUBH 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.

PUBH 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.

PUBH B321 – **FUNDAMENTALS OF OCCUPATIONAL HEALTH & SAFETY** (3). ^
(Prerequisite: PUBH B310) An introductory course covering major issues in occupational health and safety, with an emphasis on the identification, evaluation and control of physical, chemical, biological and behavioral factors often present in the workplace and pose a risk for illness, injury and death. As people typically work at least 40 hours per week for most of their adult lives, the workplace has the potential to significantly impact human health and wellbeing.

PUBH B322 – **LIFE-CYCLE NUTRITION** (3). ^
(Prerequisite: HRTM/PUBH B242) This course examines the essentials of human nutrition and the modification of nutritional needs at different life stages, including pregnancy, lactation, infancy, childhood, adolescence, adulthood, and older adulthood.

PUBH 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.

PUBH B324 – **FOOD & CULTURE** (3). ^
{§HRTM B360} Examines food and eating behaviors, diet, and nutrition from cross- cultural perspective.

PUBH B325 - **SPORTS NUTRITION** (3).
{§HRTM B320} (Prerequisite: PUBH/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.

PUBH B326 – COMMUNITY NUTRITION (3).
(Prerequisite: PUBH/HRTM B242) This course examines the role of nutrition in promoting, maintaining, and improving health in the community.

PUBH B328 – **NUTRITION AND CHRONIC DISEASE** (3). ^
(Prerequisite: HRTM/PUBH B242) Explore the relationship of food, diet and lifestyle choices to the prevention and management of various chronic diseases. Main topic areas include type 2 diabetes, cardiovascular disease, digestive health, obesity and cancer.

PUBH B330 - PRINCIPLES OF EPIDEMIOLOGY (3).
(Prerequisite: PUBH B310) The study of the patterns, causes, and effects of health and disease.

PUBH B340 - INTRODUCTION TO ENVIRONMENTAL HEALTH (3).
(Prerequisite: PUBH 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.

PUBH B350 – HEALTH COMMUNICATION (3).
{§COMM B350} Examines the strategies of health communication in interpersonal, group, organizational, societal-cultural, political-economic, and historical contexts.

PUBH B360 - HEALTH BEHAVIOR AND EDUCATION (3).
(Prerequisite: PUBH 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.

PUBH 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.

PUBH B380 - RESEARCH METHODS IN PUBLIC HEALTH (3).
(Prerequisite: STAT B201 and PUBH B310) A course designed to impart knowledge and skills regarding the design, implementation, analysis and interpretation of research in the field of public health.

PUBH B390 – FIELD EXPERIENCE IN PUBLIC HEALTH (3).
(Prerequisite: PUBH 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 public health principles are applied.

PUBH 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.

PUBH B399 – **INDEPENDENT STUDY IN PUBLIC HEALTH** (1-4). ^
(Prerequisite: PUBH B310 or consent of instructor) This course examines concepts, emerging trends, issues, and evidence-based practice changes in public health practice. Variable hours between 1 to 4 credits, depending on topic which may include complementary and alternative health practices, working with special populations, emerging public health needs, etc. Students may re-take one additional time for a maximum of 8 credits.

PUBH B401 – HEALTH CARE DELIVERY SYSTEMS (3).
{§ NURS B401} (Prerequisite: PUBH 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.

PUBH B410 – EXAMINING HEALTH INEQUALITIES (3).
(Prerequisite: PUBH 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.

PUBH B420– LEADERSHIP AND MANAGEMENT IN PUBLIC HEALTH (3).
(Prerequisite: PUBH B310) This course is designed to enhance leadership and management skills needed to design, implement and evaluate public health programs.

PUBH B423 – BUSINESS & PRACTICE OF PERSONAL TRAINING (3). ^
(Prerequisite: Grade of B or better in PUBH B323) The continuation of PUBH B323, this practical course surveys the skills and knowledge required for success in the field of personal training. Following National Academy of Sports Medicine guidelines, the kinesiology and physiology of human performance and the effective development of a personal training enterprise are investigated.

PUBH B431 – NUTRITION & METABOLISM (3). ^
(Prerequisite: PUBH/HRTM B242, BIOL B110, and a 3-4 credit hour CHEM course) Examines the physiology and metabolism of micro and macro nutrients, and how principles of nutrition impact metabolic regulation.

PUBH B432– PUBLIC HEALTH NUTRITION POLICY (3). ^
(Prerequisite: PUBH/HRTM B242) Impact of nutrition policy on the public's health is reviewed. This course examines the complex, multifaceted range of programs and services dedicated to bettering the population's health through nutrition. Considers policymaking, assessment and intervention methods, special populations and food security.

PUBH B450 – PUBLIC HEALTH PROGRAM DEVELOPMENT (3).
(Prerequisite: PUBH B310) A study of methods used to develop effective public health and education programs which help enable individuals prevent, delay and treat disease.

PUBH B460 – PUBLIC HEALTH PROGRAM EVALUATION (3).
(Prerequisite: PUBH B450) A study of evaluation methods used to assess the potential impacts of public health programs.

PUBH B461 – WRITING IN THE HEALTH PROFESSIONS (3).
(Prerequisite: PUBH B310) Preparation for and practice in types of writing important to those working within the health care and public health industry, from brief letters to formal articles and reports.

PUBH B480 – INTERNSHIP IN PUBLIC HEALTH (4).
(Prerequisite: PUBH B450; Co-requisite: PUBH B460) A period of work-related education that allows students to reinforce classroom learning while gaining practical experience in a supervised setting where public health principles are applied. May be repeatable with different internship experiences.

PUBH B490 – SENIOR SEMINAR IN PUBLIC HEALTH (2).
(Prerequisite: PUBH B310) A capstone course that summarizes the experiences of the public health major and prepares students for employment and/or graduate study.

PUBH B499 – SPECIAL TOPICS IN PUBLIC HEALTH (1-4). ^
(Prerequisite: PUBH B310 or consent of instructor) This course examines advanced concepts, emerging trends and issues, and evidence-based practice changes in public health practice. Variable hours between 1 to 4credits, depending on special topic. Topics may include complementary and alternative health practices, working with special populations, emerging public health needs, etc. Students may re-take one additional time for a maximum of 8 credits.

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.

RELG B499 – **SPECIAL TOPICS IN RELIGIOUS STUDIES** (3).
Reading and research on selected topics in Religious Studies. May be repeated under different topics.

SOCY - Sociology

SOCY B101 - **INTRODUCTORY SOCIOLOGY** (3).
An introduction to sociological facts and principles: an analysis of group-making processes and products.

SOCY B220 – **ELEMENTARY STATISTICS FOR SOCIOLOGISTS** (3).
An introduction to concepts and application of quantitative methods, including descriptive and inferential statistics. Emphasis on analysis of empirical sociological data.

SOCY B300 - **SOCIAL STRUCTURES** (3).
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 B304 – **LOVE AND INTIMACY** (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).
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 B349 – **SOCIOLOGY OF FOOD** (3). ^
Exploration of the sociological issues surrounding food and the impact food makes on our personal and public lives.

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 B358 – **PERSPECTIVES IN CRIMINOLOGY & LAW** (3). ^
(Prerequisite: SOCY B101 or consent of instructor) Provides students with focused insights on sociological theory, research, and practice in the subfields of criminology and law. May be repeated or taken simultaneously as topics vary. Variations will be announced in the schedule of classes by topic title.

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 B368 – **INTRODUCTION TO VICTIM ADVOCACY** (3). ^
{§HMSV B368, PSYC B368} (Prerequisite: PSYC B101 or SOCY B101) This course explores topics related to advocacy through both a criminal justice and human service lens including: legal terminology and processes in the criminal and civil justice system, victims' rights legislation, cultural competency, trauma, crisis intervention, and ethics. Successful completion of this course leads to certification, at the provisional level, as a Victim Advocate by the National Advocate Credentialing Program.

SOCY B370 - **SOCIOLOGY OF SPORT** (3).
Theories, methods and substantive issues in the study of sport in contemporary societies.

SOCY B378 – **PERSPECTIVES IN PUBLIC SOCIOLOGY** (3). ^
(Prerequisite: SOCY B101 or consent of instructor) Introduces students to the ways sociologists contribute to issues on the public agenda through the interpretation and dissemination of sociological data and knowledge. Students will be introduced to practical and marketable skills for working as sociologists. Can include emphasis on the ways sociologists create tools, speak out, or write for a broad audience. May be repeated or taken simultaneously as topics vary. Variations will be announced in the schedule of classes by topic title.

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. May be repeated under different topics.

SOCY B399 - **INDEPENDENT STUDY** (3-6). ^
(Prerequisite: Contract approval is required).

SOCY B403 – **WORKING WITH OLDER ADULTS** (3). ^
{§HMSV/PSYC B403} (Prerequisite: SOCY/PSYC/HMSV B303 or SOCY B313 or PSYC B328, or consent of instructor) Provides students with hands-on experience in fields serving the growing older adult population. This is a service-learning course with a significant experiential component. Students will spend time engaged directly with older adults, learning from practitioners working with and in service to older adults, supporting caregivers for older adults, and reflecting on their own perceptions of aging.

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. May be repeatable with different internship experiences.

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: SOCY B220 or PSYC B202 or 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 – **ORAL COMMUNICATION AND CAREER BUILDING** (3).
(Prerequisite: SPAN B102, by placement exam or consent of instructor, SPAN B201 is a continuation of SPAN B102): Review and further expansion of productive and receptive language skills with a special emphasis on oral communication and grammar structures in the context of career building and professions at the intermediate level.

SPAN B202 – COMMUNICATION AND CULTURAL COMPREHENSION (3).
(Prerequisite: SPAN B201, score on placement exam or consent of instructor, SPAN B202 is a continuation of SPAN B201). Review and further expansion of oral and written communication skills, reading of authentic materials and understanding of cultural and social topics, including Hispanics and Latinx in the United States. Intermediate language course.

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.

SPRT – Sport Management

SPRT B201 - **INTRODUCTION TO SPORT MANAGEMENT** (3). ^
This course introduces the student to the sport management profession. Industry employment opportunities along with requisite professional skills are reviewed.

SPRT B310 – **COLLEGE ATHLETICS** (3). ^
This course is focused on the study of college athletics and is designed to provide an overview of the administration of intercollegiate sports at multiple levels (NCAA, NAIA, Junior College) of competition. With the athletic administration of college sports serving as the primary focus of this course, students will also review the history of college sports, the role college sports play in society, and the future of sport on postsecondary campuses. Upon completion of this course, students will have also been provided with an overview of such topics as leadership and administration, personnel management/human resources, event and game management, marketing, fundraising, budgeting, academic support, and compliance with institution, conference, and association bylaws in addition to legal statutes and laws.

SPRT B320 – **SPORT LAW** (3).
This course provides a broad outline of basic legal concepts in the context of recreation and sport at all levels, professional and amateur. As such, students will be introduced to legal structures, case law, sport-related court cases, and legal precedents. Upon completion of this course, students will have a basic understanding of the legal issues that directly impact the sport industry and will be able to demonstrate an understanding of the law as it applies to professional and amateur sports.

SPRT B325 - **SPORTS NUTRITION** (3).
{§PUBH B325} (Prerequisite: HRTM B242 or PUBH 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.

SPRT B385 – **SPORT ETHICS** (3).
(Prerequisite: SPRT B201 or permission of instructor) This course provides a synopsis of moral and ethical issues that occur in leadership and the field of sport management. Organized around a diverse variety of discussion topics, both historical and contemporary topics in sport will be analyzed from multiple social and cultural contexts. Upon completion of this course, students will be able to identify and critique ethical issues in the field of sport, develop an ethical decision-making philosophy, apply course concepts to real-world leadership scenarios, and demonstrate an understanding of moral principles that will help them influence sport to be moral, just, and fair.

SPRT B440 – **BUSINESS & FINANCE IN SPORT MANAGEMENT** (3). ^
(Prerequisite: HRTM B201 or consent of instructor) This comprehensive course focuses on methods and procedures as they apply to the economics of sport. Areas such as cost analysis, purchasing, budgeting and what a franchise means to a municipality will be examined.

SPRT B450 – **SPORT MARKETING** (3). ^
This comprehensive course focuses on methods and procedures as they apply to the marketing of sport products. This course will provide future sport managers with a deeper understanding of how sport products are marketed in today's economic climate, and will examine how sport and sport events are used to effectively market non-sport products.

SPRT B498 – **SELECTED TOPICS IN SPORT MANAGEMENT** (3).
(Prerequisite: SPRT B201 or permission of instructor) Intensive study of a particular topic in sport management. Course content varies and will be announced in the schedule of classes by topic title. May be repeated for credit under a different topic title.

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 B240 – **FUNDAMENTALS OF PROBABILITY AND STATISTICS** (3).
(Prerequisite: MATH B141) Categorical and quantitative data; marginal and conditional distributions; normal model; association and correlation; linear regression; randomness and probability; sampling distribution models; confidence intervals and hypothesis tests; two-sample z-Test; two=sample t-Test; the paired t-Test.

STAT B340 – **INTRODUCTION TO PROBABILTY 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.

STAT B498 – **SELECTED TOPICS IN STATISTICS** (1-4).
(Prerequisite: Consent of Instructor) Intensive study of a particular topic in statistics and/or probability theory. Course content varies and will be announced in the schedule of classes by topic title. May be repeated for credit under a different topic title.

THEA - Theater

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 THEATER** (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 - **THEATER LABORATORY** (1).
(Prerequisite: Instructor consent) Supervised participation in theater production. No formal class meetings. May be repeated for up to 8 credits.

THEA B222 – **SIMULATED PATIENT LAB** (1). ^
The class aims to train students to act as Simulated Participants (SP) for use in simulations across the disciplines. May be repeated for up to 6 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. May be repeated with consent of instructor for a maximum of 6 credit hours.

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 B341 – PERFORMANCE OF CARING (3).
{§NURS B341} (Prerequisite: SOCY B101 or PSYC B101) The class aims to train students to act as Simulated Participants (SP) in the Nursing Simulation lab as patients and supporting roles (such as patient family members) in dynamic, realistic simulated healthcare experiences. These experiences help train future nurses in a lifelike way.

THEA B370 – INTERMEDIATE ACTING (3).
(Prerequisite: THEA B170) A continuation of THEA B170.

THEA B382 – THEATER FOR YOUNG AUDIENCES (3). ^
(Prerequisite: THEA B170 or instructor permission) Methods for creating theater for youth. A children's play will be produced and performed.

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 B439 – TOPICS IN THEATER & PERFORMANCE (3).
(Prerequisite: Sophomore Standing) Intensive study of selected practices, topics, currents of thought or interdisciplinary concerns. May be repeated for credit under a different topic.

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. May be repeatable with different internship experiences.

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).
(Prerequisite: Freshman Standing or New USCB Student) 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 B102 – **WELL-BEING IN THE UNIVERSITY** (1). ^
Well-Being in the University is designed to help first-year students who had experienced academic difficulties in their first semester better understand how their overall well-being impacts their success in college. Using a strengths-based approach, this course provides a general overview of the dimensions of wellness, helps students explore how their overall well-being effects their college success, and how they can use their strengths to overcome barriers to success in college.

UNIV B150 – **PRE-NURSING STUDENT IN THE UNIVERSITY** (1).
University 150 is designed to help first-year pre-nursing students understand and adjust to the demands of the nursing major, acquire essential academic success skills to be successful, and better understand the nursing field as well as adjacent vocations.

UNIV B200 – **LOWCOUNTRY STUDIES HONORS SEMINAR** (1). ^
This seminar will be an introduction to topics, information, reading, and class field trips to reflect the Lowcountry Studies Honors' experience in the first year of the program. Topics covered will include common readings, discussion of current topics or current events, and professional development of the student. Course can be taken for credit up to two semesters.

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 B401 – **GRADUATION WITH LEADERSHIP DISTINCTION CAPSTONE** (1). ^
(Prerequisite: Junior or Senior standing) Integration of a student's program of study and "Students Connected" coursework. Course includes portfolio development, professional presentation, and transition into graduate school and/or employment.

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.

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