University of South Carolina Aiken

2026 - 2027

Academic Bulletin & Course Catalog

Policies, procedures, requirements, and descriptions contained in this document are subject to change without notice and may be obtained via consultation with the Office of the Executive Vice Chancellor for Academic Affairs and Provost.

The University of South Carolina Aiken is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. The University of South Carolina Aiken also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of the University of South Carolina Aiken 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).

Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex of students and employees of educational institutions that receive federal financial assistance. The University of South Carolina Aiken does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, genetics, sexual orientation, or veteran status. This extends to current students, current employees, and applicants for employment or admission to the University.

The University of South Carolina Aiken has designated as the ADA Title II, Section 504 and Title IX coordinator: The Dean of Students .The Office of the Dean of Students is located in the Student Activities Center in room 154, telephone (803) 641-3442.

To report information or a complaint about conduct that may constitute sex discrimination or view USC Aiken's nondiscrimination policy and grievance procedures, visit www.usca.edu/title-ix.

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

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About the University

Mission Statement

The University of South Carolina Aiken is a regional public comprehensive university that cultivates a diverse population of engaged citizens who provide lifelong contributions in their careers and communities. Our dedicated faculty, staff, and industry partners guide undergraduate and graduate students through a transformative educational journey that uses engaged, accessible teaching and learning practices to blend the liberal arts, sciences, and professional disciplines with research and experiential opportunities that are aligned with economic and societal needs. We are a center for innovation that serves the region through entrepreneurial partnerships, public service, community leadership, relevant research, educational outreach, the visual and performing arts, and intercollegiate athletics.

University Values

1. Character

   We value integrity, honesty, and accountability. We encourage initiative and take pride in hard work and accomplishment.

2. Citizenship

   We value the rights and responsibilities associated with membership in a community. We embrace efforts to work for the common good and opportunities to enrich the lives of all community members.

3. Curiosity

   We value and embrace life-long learning and inquisitive pursuits. To that end, we endeavor to impart knowledge, skills, and wisdom in a high-quality learning environment.

4. Collegiality

   We value a nurturing community where people support one another, embrace diversity, and encourage mutual respect.

History

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

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

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

As a natural next step, USC Aiken began to seek autonomy in the USC system so students could begin and complete their degrees in Aiken. In 1977, the University was fully accredited as a senior college by the Commission on Colleges of the Southern Associate of Colleges and Schools and granted its first baccalaureate degrees. Master's degree programs began being offered on campus in 1994; and at present, the campus offers more than 45 degrees and programs to students.

The institution began forming a limited number of sports teams as part of the NAIA in the 1960s. USC Aiken student-athletes adopted the Pacers as their mascot, named for Aiken's well-known status as an equestrian community. In 1990, USC Aiken achieved NCAA Division II status and became a charter member of the highly-competitive Peach Belt Conference. Today, Pacer Athletics hosts 10 varsity men's and women's sports teams, including the three-time national champion men's golf team.

Since 1961, six leaders have navigated the University's path. Mr. Chris Sharp (1961-1962), Mr. Bill Casper (1963-1983), Dr. Robert Alexander (1983-2000), Dr. Thomas Hallman (2000-2012), Dr. Sandra Jordan (2012-2021), and Dr. Daniel Heimmermann (2021-present) have overseen the campus as it has grown from a commuter institution to a more traditional, residentially-based campus. More than 3,700 students attend the University, and approximately 500 students graduate each year. USC Aiken embodies its commitment to students by providing many of the offerings of a large university on a small, friendly campus with intimate class sizes and personal attention. The commitment to continuing partnerships is woven into the fabric of the campus' culture.

Accreditation

The University of South Carolina Aiken is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. The University of South Carolina Aiken also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of the University of South Carolina Aiken 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).

All business degree programs at the University of South Carolina Aiken are accredited by the Association to Advance Collegiate Schools of Business (AACSB), 777 South Harbour Island Boulevard, Suite 750 Tampa, Florida 33602.

The teacher education programs at the University of South Carolina Aiken are accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street, N.W., Washington, SD 20036 (http://caepnet.org/).

The Bachelor of Science in Nursing degree at the University of South Carolina Aiken is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791 (http://www.aacn.nche.edu/ccne-accreditation).

The University of South Carolina Aiken, its music program, and degree offerings are accredited through the National Association of Schools of Music (NASM). National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21,Reston, VA 20190-5248,703-437-0700 (phone), info@arts.accredit.org.

The University of South Carolina Aiken, its art and art history program, and degree offerings are accredited through the National

Association of Schools of Art and Design (NASAD). National Association of Schools of Art and Design, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, 703-437-0700 (phone), info@arts.accredit.org.

The Master of Science degree in Applied Clinical Psychology at the University of South Carolina Aiken is accredited by the Master in Psychology and Counseling Accreditation Council (MPCAC), PO Box 721173, Norman, OK 73070.

USC Aiken Leadership

- **Daniel J. Heimmermann, Ph.D.**
  Chancellor
- **Phillip Bridgmon, Ph.D.**
  Executive Vice Chancellor for Academic Affairs and Provost

Deans of Colleges and Schools

- **Forrest Anderson, Ph.D.**
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- **David G. Buckman, Ph.D.**
  Dean, School of Education
- **Katie A. Chargualaf, Ph.D.**
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- **Lisa A. Ennis, Dr.PH.**
  Dean, Gregg-Graniteville Library
- **William H. Jackson, Jr., Ph.D.**
  Interim Dean, College of Science and Engineering
- **Ravi Narayanaswamy, Ph.D.**
  Dean, School of Business Administration

Senior Administration

- **Daniel P. Elwell Sr., B.A.**
  Vice Chancellor for Development and Alumni Affairs
- **Ernest M. Pringle, M.P.A.**
  Vice Chancellor for Information Technology and CIO
- **C. Cameron Reagin, M.B.A.**
  Vice Chancellor for Finance and Administration and CFO
- **Nathan Rice, M.A.**
  Vice Chancellor for Enrollment Management
- **Ahmed Samaha, A.B.D.**
  Vice Chancellor for Student Affairs
- **Todd Wilkinson, M.A.**
  Director of Athletics

University of South Carolina System

As a comprehensive institution within the University of South Carolina System, the University of South Carolina Aiken combines the advantages of a smaller institution focused on individual learning with the resources of a major university system.

Mission Statement

The primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1801, the University of South Carolina system is the largest institution of higher education in the state, serving more than 41,000 students from its flagship Columbia campus, three senior campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union).

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

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

University of South Carolina System Leadership

- **Michael D. Amiridis**
  President of the University of South Carolina

Board of Trustees

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Undergraduate Admissions

The Office of Admissions recruits students, evaluates applications for undergraduate and graduate degree programs, and represents the institution to external constituencies. The office also works with internal constituencies to administer various policies such as South Carolina residency, international student admissions, and National Collegiate Athletic Association (NCAA) admissions compliance.

Applicants must complete appropriate admission forms and submit them with required credentials, such as the application for admission, official high school and/or college transcripts, and standardized test scores to the Office of Admissions. Students should apply online at www.usca.edu.

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

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

A one-time, non-refundable $45.00 application processing fee is required of all applicants and must accompany the online application.

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

DEADLINE: The priority deadline for Fall admission is December 1st of the previous year.

Categories of Admission

Freshman Admission

To be eligible to be considered for admission, freshman students must meet minimum standards of standardized test scores, class rank, course selection, and high school Grade Point Average.

Students should prepare for the challenges USC Aiken will present by taking strong academic courses in high school, with core academic courses taken on the college-prep, honors, or higher level. Information is available at www.usca.edu/admissions. Exceptions may be made for students from out-of-state who have not completed these courses, as long as they have completed a college-prep curriculum as defined by their state.

Readmission

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

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

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

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

Transfer Admission

An applicant who, having graduated from high school, has attended another college-level institution and attempted one or more courses, is a transfer student, regardless of credit earned. If fewer than 12 semester hours (or 18 quarter hours) of college-level work have been attempted, the applicant must meet both transfer and freshman entrance requirements.

Transfer applicants for admission must submit:

1. Completed application forms;
2. $45.00 non-refundable application processing fee;
3. Complete official transcripts through the time of application from all colleges/universities attended; these to be supplemented by final transcripts to reflect complete academic work prior to beginning classes at the University;
4. Complete high school records including entrance exam results if less than 12 semester hours have been attempted at a college or university;
5. Course-by-course transcript evaluation by a National Association of Credential Evaluation Services (NACES)-affiliated agency (www.naces.org) for any college coursework attempted outside of the United States.

To be considered for admission, transfer students are required to have a minimum 2.0 cumulative GPA (on a 4.0 GPA scale) in all previous college-level course work. In addition, they **must be in good standing and eligible to return to the institution last attended**. Students must request and submit official transcripts from each previous academic institution. Hand-delivered transcripts must be in a sealed university envelope to be considered official.

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.

Transfer Student Initiatives and Services, also known as the Transfer Center, is responsible for developing and sustaining academic transfer partnerships with higher education institutions, overseeing the recruitment, enrollment and transfer credit review process for incoming transfer students, and providing on-going support for transfer students as they acclimate to the USC Aiken community.

For additional information, prospective and current transfer students may contact the Transfer Center at transfer@usca.edu or by visiting the Penland Administration Building, Suite 101.

Assessment of Academic Records

As a general rule, credits earned in courses that fall in one or more of the following categories are not acceptable in transfer to USC Aiken:

1. Courses that are occupational or technical in nature;
2. Courses that are essentially remedial in nature;
3. Courses from a two-year institution which are considered

upper-division or upper-level at the University;

4. Courses from a two-year institution that are not listed as part of that institution's college parallel program.

Transfer credit will not be accepted for courses the equivalent of which a student has previously been enrolled in at the university, unless the academic work presented for transfer represents a minimum of a full year of resident work at the other institution. Similarly, a student cannot receive credit for a course taken at the University if he/she has received transfer credit for an equivalent course previously taken at another institution.

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

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

Schools and Departments within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses.

Evaluation of Transfer Credits

Applicants may use the Transfer Credit Evaluation resources at usca.edu/transfer to conduct an **unofficial** transcript review.

After being admitted to the university, students view their official transcript review in their Self-Service Carolina portal (Advising Transcript section) in approximately three weeks after their acceptance. Each course will be evaluated by the appropriate department chair/school dean to determine whether to award credit. **The number of credits acceptable to the university and the number which may apply toward a particular degree may differ.** Students must refer to their degree audit to determine how many of those hours have been applied to their major at USC Aiken.

Original records may be required and evaluated for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at USC Aiken. Typically, only undergraduate courses taken at a regionally accredited institution of higher education which are comparable in content and credit hours to specific courses offered by USC Aiken and in which grades of "C" or higher have been earned will be accepted for transfer. Courses from institutions that are fully (not simply programmatically) recognized by the Council for Higher Education Accreditation (CHEA) may also be considered for transfer credit with the same grade requirements. State-wide policies concerning transfer credit can be found under Academic Affairs and Regulations.

It is permissible for credit from a graduate level course to be used for an undergraduate waiver of a requirement if it is carefully examined and approved by the appropriate department head/dean. This waiver will only be granted on a case by case basis for exceptional circumstances.

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

Palmetto College / Aiken Online

Palmetto College at USC Aiken offers convenient online bachelor's degree completion programs for Applied Computer Science (Cybersecurity)Business Administration (Accounting, Finance Marketing, and Management), Communication, Emerging Media, Psychology, and Special Education majors.

Evaluation and Admissions Process

Students applying for admissions to USC Aiken via Palmetto College will be required to meet either transfer, readmission, or change-of-campus requirements. Students must have 30 degree-applicable credit hours to be accepted into the program. USC Aiken face-to-face students who wish to transition to fully online, must also have at least 30 degree-applicable credit hours. Students who wish to transition online will need to complete the "Distance Learning Request" form found on the Registrar's website. These students will be considered an Aiken Online Student.

New Student Orientation

All newly accepted Palmetto College students must complete an online self-paced orientation via Blackboard before being advised and registering for courses. You will have access to the Orientation once you deposit to the University. You can gain access to the Online through your admissions checklist.

ACE Requirement

Students in the Palmetto College program are able to complete the ACE requirement online. The number of credit hours transferred into the University will determine the number of ACE events needed. The chart for this determination can be found in the ACE requirement section of the bulletin.

Immunization Requirements

Palmetto College students are not required to submit immunization records since the program is 100% online.

Change of USC Campus

To be admitted to the USC Aiken campus, change of campus students must submit an online application at usca.edu/apply, be in good academic standing at the original campus of attendance, as well as maintaining a minimum 2.0 cumulative GPA (on a 4.0 scale). Those students who have attempted fewer than 24 hours of nondevelopmental course work must also meet freshman admission requirements.

Non-Traditional Students

Non-traditional students at USC Aiken are typically students who are 25 years of age or older. Non-traditional students may also be students who do not attend college the semester after they graduate from high school, who transfer directly from another college to USC Aiken, or who have been employed for two years or more.

Admissions Requirements for Non-Traditional Students

Non-traditional students must submit the same credentials as other students, (high school and college transcripts), with the exception (if over the age of 21) of not submitting SAT or ACT results. However, students without SAT or ACT scores, must submit other credentials which provide evidence of reasonable academic potential.

Awarding Academic Credit to Non-Traditional Students

Students may validate the knowledge they have gained through work or public service experiences by submitting the results of CLEP subject exams, taking USC Aiken challenge exams, or

submitting documents indicating educational experiences in the military. Appropriate scores, which have been established by the University, will result in credit being awarded for work and/or public service experience. USC Aiken policy also states that a maximum of 30 semester hours of non-traditional credit may be applied to a baccalaureate degree.

Military Service Students

All Military Service Member students applying for admission should speak with their Education Service Officer or counselor within their unit, department, or service branch prior to enrolling. The USC Aiken Assistant Director of Veteran and Military Student Success is designated as the point of contact for academic and financial advising — including access to disability counseling — to assist Service Members, Veterans, and Military Family Members with completion of studies and with job-search activities. For benefit certification and education-benefit guidance, students should contact the Office of Veteran and Military Student Success in the Penland Administration Building, Room 107 (803-643-6767; vmss@usca.edu).

International Student Policies

All international students applying for admission to an undergraduate degree program must complete an international student application, attach a $100 application fee, and submit it to the Office of Admissions at USC Aiken. All international students must submit bank statements or certified statements for financial ability to provide $30,250.00 (amount subject to change) or more for twelve (12) months' total expenses. This is required before the I-20 certificate of eligibility can be signed.

Due to the complexities of evaluating international applications, along with problems associated with postage and traveling, international students **must submit an application at least six months prior to the semester the student wishes to enter**.

International Freshmen Applicants

In addition to the application and fee indicated above, freshmen applicants from foreign countries are required to submit:

- Official copies of secondary school (high school) transcripts, certificates, and/or scores, including certified English translations of all transcripts;
- Proof of English proficiency for applicants for whom English is not their language of everyday use. This proficiency may be demonstrated in one of the following ways:
  - TOEFL (Test of English as a Foreign Language) score of 550 or higher on the paper-based version (PBT) or 80 on the internet-based version (iBT);
  - IELTS (International English Language Testing System score of 6.0 or higher with no sub score lower than 5.0;
  - PTE Academic (Pearson Test of English) score of 53 or higher.

Students who score between 500-549 on the PBT version or 61-79 on the iBT version of the TOEFL, or 5.0-5.5 on the IELTS (no sub score lower than 5.0), or 42-52 on the PTE Academic, may be admitted but must take English 110 (ESOL Conversational English) and/or English 111 (ESOL Reading and Writing), in their first semester at the University.

International Transfer Applicants

International students who are applying for admission and have attempted one or more courses at post-secondary institutions are considered to be transfer students, and must meet the transfer student requirements outlined in the USC Aiken Bulletin under Transfer Admission. If the applicant has completed fewer than 12 semester hours of college-level work, he/she must meet both transfer **and** freshman entrance requirements. In addition to the application and fee, the international transfer student must submit:

- Complete official transcripts of college-level courses through the time of application; these are to be supplemented by final transcripts to reflect complete academic work prior to beginning classes at the University. Transfer students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service affiliated with the National Association of Credential Evaluation Services (NACES - www.naces.org). This "course by course" evaluation must be forwarded directly to the USC Aiken Office of Admissions from the evaluation service. Costs associated with using these services are the responsibility of the student. Students will not be considered for admissions until this evaluation is received.
- Proof of English proficiency for applicants for whom English is not their language of everyday use. This proficiency may be demonstrated in one of the following ways:
  - TOEFL (Test of English as a Foreign Language) score or 550 or higher on the paper-based version (PBT) or 80 on the paper-based (PBT) version or internet-based version (iBT);
  - IELTS (International English Language Testing System score of 6.0 or higher with no sub score lower than 5.0;
  - PTE Academic (Pearson Test of English) score of 53 or higher.

Students who score between 500-549 on the PBT version or 61-79 on the iBT version of the TOEFL, or 5.0-5.5 on the IELTS (no sub score lower than 5.0), or 42-52 on the PTE Academic, may be admitted but must take English 110 (ESOL Conversational English) and/or English 111 (ESOL Reading and Writing), in their first semester at the University.

If the applicant has attempted fewer than 24 semester hours of college-level work, the following must also be submitted:

- Official copies of secondary school (high school) transcripts, certificates, and/or scores including certified English translations of all transcripts.

The Office of Admissions reserves the right to request other information which may be necessary to evaluate the application. The English proficiency requirement will be waived for a transfer student if the student has completed the equivalent of USC Aiken's English 101 and 102 courses with a C or better at an accredited post secondary institution in the US. If the student has only completed English 101 with a C, he/she will be required to take English 111 in their first semester at the University.

Non-Degree Students

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

Dual Enrollment is a program offered by the University of South Carolina Aiken to high school juniors and seniors. It provides an opportunity for students who are capable of meeting an increased challenge to earn college credit by taking courses offered by the university while still enrolled in high school. To be considered for this program, students must submit: an application for dual enrollment, high school transcripts, SAT/PSAT or ACT scores, a letter of approval from parent or guardian, a letter of approval from

high school principal or guidance counselor.

Student Eligibility

- Student must be a junior or senior in high school.
- Students must score at least 1020 on the SAT or PSAT or 21 on the ACT.
- Students must submit a high school transcript and rank in the top 25% of their high school class or show a 3.5+ GPA on the SC UGP scale.
- Students must submit approval from their high school (Principal or Guidance Counselor signature).
- Students must submit approval from parent or guardian (signature).
- Students must avoid courses which are offered by the students' high school
- Students must meet the prerequisites of any USC Aiken course before enrolling in that course.

Students admitted to this program will be enrolled in regular college courses in general subject areas chosen in consultation with the student so as to complement their high school program. Students who are successful in their first course(s) may be able to continue their enrollment in this program during subsequent terms.

Early Admission. Under exceptional circumstances, a high school student wishing to leave high school prior to graduation and enroll full-time at USC Aiken may apply to this program. The student must demonstrate both academic and social skills needed for college. To be considered for this program, the student must submit:

- An admissions application and application fee;
- A cover letter requesting admission;
- A letter of approval from parent or guardian;
- A letter of comment from his/her principal;
- High school transcripts;
- Achievement and PSAT or SAT scores if available.

Non-Degree students are those wishing to take course(s) for personal enrichment or professional enhancement. Entrance exams, transcripts, and recommendations are generally not required. Students admitted in this classification may *not* earn more than 30 semester hours of credit and *must* be admitted as regular, degree-seeking students before credits may be validated and applied toward any USC degree. **Applicants who have been officially denied admission as degree seeking students are not eligible as non-degree students**. Non-degree students are subject to all standard University regulations.

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

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

Such students must also provide evidence that they have met the prerequisite of any USC Aiken course which requires them.

Unclassified Students. Students who hold a baccalaureate degree may be admitted to undergraduate credit courses upon submission of an application and transcript showing graduation with a bachelor's degree from a college or university, or a copy of their diploma. This category is designed for those students not desiring to attend graduate school but seeking instead credits for teacher accreditation and similar purposes.

The period of enrollment in these categories is limited by either time or number of allowable credits. Non-degree students are not eligible for financial aid or housing during the fall or spring terms.

Special Students. Those persons not meeting the above criteria for admission may petition for special consideration and may do so by request through the USC Aiken Office of Admissions. The right of personal interview and appeal is available (also see Right of Petition under Academic Affairs and Regulations). Students wishing to petition for admission must meet the following deadlines:

Fall Semester	—	August 1st;
Spring Semester	—	December 1st;
Summer I Session	—	May 1st,
Summer II Session	—	June 1st.

For information on academic advisement for non-degree students, see Academic Advisement under Academic Affairs and Regulations

Admission of Senior Citizens

South Carolina state law (59-111-320) authorizes USCA to permit legal residents of South Carolina at least sixty years of age to attend classes without the payment of tuition, **on a space available basis**, provided that such persons meet admission and other standards deemed appropriate by the University. Senior citizens interested in registering for classes should contact the Office of the Registrar for directions and assistance. (Application fee, books, supplies, parking decals, and other fees are not covered by this law and will be the responsibility of the senior citizen).

Enrollment Requirements

Citizenship Verification

USC Aiken students must present proof of citizenship or lawful presence in the U.S. before enrolling in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Students who are not verified as citizens during the federal financial aid application (FAFSA) process must present proof of citizenship. Verification of immigration status for non-citizens will be conducted by International student officials.

Immunization Requirements

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

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

Freshman who live on campus must also comply with the housing requirement regarding the meningococcal meningitis vaccine. For additional information, please visit the following website: https://www.usca.edu/admissions/apply/forms

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

International Students additional requirement:

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

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

Additional Types of Credit

College Board Advanced Placement (AP) Examinations

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

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

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

1. If a student receives a score of "3" or "4" on either English AP exam, credit would be awarded for English A101 or its equivalent (three credits);
2. If a student receives a score of "3" or "4" on both English AP exams, or a "3" on one and a "4" on the other, credit would be awarded for English A101.
3. If a student receives a score of "5" on either or on both English AP exams, credit would be awarded for English A101 and A102 or their equivalent (six credits).

International Baccalaureate (IB) Policy

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

Cambridge Exams and Credits

The University of South Carolina Aiken recognizes the prevalence of Cambridge exam-based high school programs across the state and the country. As such, effective for those entering the university in Fall 2022 or after, the university has determined equivalencies based on courses taken and grade achieved. A listing of these courses and equivalencies will be posted on the university's web site.

College Level Examination Program (CLEP)

The University awards credit for CLEP subject examinations. By attaining an acceptable score, a student may receive credit equal to that normally earned in the comparable University course. After the exam is taken, an official CLEP transcript must be sent directly to the Office of Admissions. The department chair/school dean will decide whether to award credit based on the score. More detailed information concerning the CLEP subject examinations accepted, the scores required, and the USC Aiken equivalents can be found on the university's website.

Credit by Examination (Challenge Exam)

For more information see Credit by Examination under Academic Affairs and Regulations.

Credit Granted for Military Coursework

USCA recognizes the educational experiences and training that members of the armed forces receive during their time of enlistment. Academic credit may be awarded for military coursework if in accordance with recommendations published by the American Council on Education (ACE) and are consistent with university policy on transfer of credit. Credit will be evaluated by the appropriate department chair/school dean to determine whether to award credit. Completed military coursework may have limited applicability with regard to USCA degree requirements. Therefore, the awarding of credit will prioritize degree applicability.

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

Placement Examinations

The purpose of the mathematics placement test is to assess each student's ability in mathematics and help place her/him in the proper initial mathematics course. The test is required for all incoming students who plan to enroll in Math A108 (Applied College Algebra) or above. Students who have scored a 3, 4, or 5 on the Educational Testing Service Calculus Advanced Placement (AP) Exam will not need to take the mathematics placement test.

The mathematics placement test is for **initial** placement only. Students who have completed a mathematics course at USC Aiken (regardless of the letter grade earned) **cannot** later take the math placement test in an attempt to place into a higher level course or to exempt a prerequisite. Students who wish to get credit for a mathematics course through testing should take the CLEP exam for the desired course.

Transfer Students:

- Transfer students who have already earned a baccalaureate degree from an accredited college do not have to take the placement test.
- Transfer students who receive transfer credit for MATH A108 or higher (excluding MATH A170, MATH A221 and A222) do not take the placement test and may proceed to the next required mathematics course for their major or the next mathematics course for which they have the required prerequisite. Courses that transfer as statistics courses with the prefix STAT do not qualify as mathematics courses for placement purposes.
- Transfer students who have not received transfer credit for MATH A108 or above (excluding MATH A170, MATH A221 and MATH A222) must take the placement test.

For additional information regarding the mathematics placement

test, contact the Department of Mathematics and Computer Science.

Chart 1. High School Course Prerequisites for Freshmen who graduated from high school between 1988-2000

Area	Units	
English	4:	At least two units having strong grammar and composition components; at least one unit in English literature; and at least one unit in American literature
Mathematics	3:	These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II); Algebra II, and Geometry. A fourth unit is strongly recommended (i.e., precalculus, calculus, statistics, or discrete mathematics).
Laboratory Science	2:	At least one unit each of two laboratory sciences chosen from biology, chemistry or physics. A third unit of laboratory science is strongly recommended for prospective science, mathematics and engineering students.
Foreign Language	2:	Two units of the same foreign language.
Social Sciences	3:	One unit of US History is required; a half unit of Economics and a half unit in Government are strongly recommended.
Electives	1:	One credit of advanced math or other computer science, or combination of these; or, one unit of world history, world geography or Western civilization.
Physical Education or ROTC	1	

Chart 2. High School Course Prerequisites for Freshmen who graduated from high school in 2001 and beyond

Area	College Prep Units	
English	4:	At least two units having strong grammar and composition components; at least one unit in English literature; and at least one unit in American literature
Mathematics	4:	These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II); Algebra II, and Geometry. It is strongly recommended that the fourth unit be a higher-level mathematics course (i.e., precalculus, calculus, statistics, or discrete mathematics).
Laboratory Science	3:	Two units must be taken in two different fields and selected from biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry or physics) or from advanced environmental science with laboratory or marine biology with laboratory for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement.
Foreign Language	2:	Two units of the same foreign language.
Social Sciences	3:	One unit of US History is required; a half unit of Economics and a half unit in Government are strongly recommended.
Electives	4:	Four college preparatory units must be taken from three different fields selected from among Computer Science, English, Fine Arts, Foreign Languages, Humanities, Lab Science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite), Mathematices above the level of Algebra II, and Social Sciences. It is strongly recommended that one unit be in Computer Science which includes programming (not just keyboarding) and one unit in Fine Arts (appreciation of, history, or performance).
Physical Education or ROTC	1	

Please visit www.usca.edu/admissions for details.

Student Affairs

Student Consumer Information

The Student Right-to-Know and Campus Security Act of 1990 (P.L.101-542) and the Higher Educational Technical Amendment of 1991 (P.L. 102-26) requires that all institutions of higher education collect and make certain information available to students/ prospective students and employees/prospective employees upon request. Title I of this act is known as the Student Right-to-Know Act and Title II is known as the Crime Awareness and

Campus Security Act. Information requirements are separated into four categories: graduation or completion rates, athletically-related financial aid, campus crime, and campus housing fires. Graduation or completion rates are prepared and published by the Registrar's Office and are readily available to current and prospective students upon request. Athletically-related aid reports are prepared for the NCAA and are available upon request from the Athletic Department. Statistics on campus crime and campus housing fires are published annually by the USC Aiken University Police Department and are available to current and prospective students and employees on the USC Aiken web page.

The Americans with Disabilities Act (ADA), Public Law 101-336 of 1990 provides antidiscrimination (civil rights) protection and access to equal employment opportunities for persons with disabilities. Accessibility requirements are like those imposed under Section 504 of the Rehabilitation Act of 1973 which addresses nondiscrimination in employment and program services by recipients of any federal assistance. Section 508 requires Federal electronic and information technology to be accessible to people with disabilities including employees and members of the public. Section 508 was expanded in 2017 to provide more defined access guidelines in information and communication technology.

If students have a question concerning possible discrimination due to a disability, they may contact the Coordinator of Disability Services at 803-641-6815 for further information.

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

Conduct

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

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student from the University if the appropriate hearing body or official determines that this course of action is in the best interest of USC Aiken students. Registration at the University assumes the student's acceptance of responsibility for compliance with all regulations published in the *Student Handbook*, as well as any rules found in any other official publication.

Official policies of the University listed below are published in the *USC Aiken Student Handbook,* which is available through the Division of Student Affairs and the Student Government Association:

1. Student Judicial Process
    A. Academic Code of Conduct
    B. Student Discipline System
    C. Student Grievance Procedure
2. University Policy on Use of Alcohol and Drugs by Students
3. University Policy on Campus Solicitation

USC Aiken Academic Code of Conduct and the Judicial Board

USC Aiken supports a culture of academic integrity and requires that all faculty and students abide by the spirit and letter of the Academic Code of Conduct. Violations of this Code will not be tolerated by this community.

Academic honesty violations are dealt with in accordance with the Academic Code of Conduct, which is described in the USC Aiken Student Handbook. Such violations include, but are not limited to, cheating, plagiarism, lying, and bribery. Undergraduate and graduate students who have committed infractions of the Academic Code of Conduct may receive a hearing before the University Judicial Board, with right of appeal to the Executive Vice Chancellor for Academic Affairs, who is responsible for maintaining and enforcing the Academic Code of Conduct.

Orientation

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

Student Life

The Student Activities Center is the focal point of campus life - providing comfortable lounge facilities, a cafeteria, Starbucks, a commuter lounge, and meeting and work areas for student organizations. There are more than 80 active organizations and the University encourages and fosters many co-curricular activities and organizations that are designed to complement and enhance the academic and social life of its students.

Athletics

With the goals of both athletic and academic excellence, the Athletic Department at USC Aiken is a well-rounded intercollegiate program. USC Aiken is committed to fielding competitive athletic teams which are comprised of academically qualified student athletes. USC Aiken holds membership in the NCAA Division II and is a charter member of the Peach Belt Conference (PBC). The PBC— consisting of Augusta University, Clayton State University, Columbus State University, Georgia College, Georgia Southwestern State University, Lander University, Francis Marion University, University of North Carolina at Pembroke, University of North Georgia, Flagler University, Young Harris College, and USC Aiken— has conference championships in fifteen different sports. The "Pacers" compete on a conference, state, and national level in ten different sports: men's and women's soccer, men's and women's cross-country, men's and women's basketball, women's volleyball and softball, and men's golf and baseball.

Facilities are also a plus. The Roberto Hernandez Baseball Stadium is state of the art. The 3500 seat Convocation Center is among the finest in the Southeast. The Pacers also have an on-campus cross country course, Pacer Path, and lighted soccer and softball fields.

Leadership Programs

The Emerging Leaders class (ASUP A110) is a sixteen-week leadership training program designed especially for students interested in developing their leadership potential. The class teaches students leadership behavior skills, enhances personal development, introduces students to key campus personnel and other student leaders, and helps build confidence in students for participating in future leadership positions. During the class, topics covered include, but are not limited to leadership styles, community service, power and authority, ethical dilemmas, cultural diversity

awareness, personality types, and stress/time management. The class includes a weekend retreat and an invitation to participate in various other leadership training and service programs sponsored by the Department of Student Leadership & Engagement. The class is a two-credit course.

The Citizen Leadership class (ASUP A210) is a two credit course which focuses on applying leadership theory to active service learning experiences. Students will look at citizenship from a variety of perspectives and reflect on their roles as leaders and citizens.

The Diversity Leadership class (ASUP 215) is a two-credit course which focuses on how to be a better leader and citizen through the efforts of understanding diversity, equity, and inclusion issues as they relate to groups and the work setting.

The Leadership Exchange course (ASUP A310) is a two-credit course offering a unique opportunity for USC Aiken students to enhance their leadership skills by learning about an important issue facing our country and how committed citizens can help make a difference. Participants will be selected based on their application.

The College to Career course (ASUP A410) is a one-credit course offering USC Aiken upperclassmen the opportunity to prepare for the work force by learning how to translate their experiences as USC Aiken into employable skills and talents.

The Leadership USC Aiken certificate program is an unique program cosponsored by the Career Services Office and the Division of Student Affairs. We believe strongly in preparing our graduates to be ready to transition into the world of work and becoming active citizens in their communities. Through a variety of academic classes, workshops, and learning opportunities, students gain a competitive edge as they enter a complex and competitive society.

For more information on Leadership Programs, contact the Vice Chancellor of Student Engagement and Inclusivity, Ahmed Samaha, at 641-3411 or ahmeds@usca.edu.

Student Involvement

Pacer Union Board

Pacer **U**nion **B**oard (PUB) provides an opportunity for USC Aiken students to become involved in campus life by providing quality entertainment and programs for the campus community. The Pacer Union Board utilizes a special event planning structure. Each special event is coordinated by a student who is responsible for program development and implementation. Everyone is encouraged to become active in originating and executing activities for the campus through the USC Aiken Pacer Union Board committees. Participating in PUB will provide students the opportunity to develop new friendships, have a voice in campus programming, and enhance the leadership skills that they already possess in addition to developing new ones.

Student Government

Involvement in Student Government is one of the most valuable learning experiences that a student may have. It provides the student the opportunity to participate in the decision-making process at USC Aiken. Through SGA, the student can acquire and cultivate leadership skills in the legislative process.

The students at USC Aiken have a constitution governing their Student Government Association. All students are encouraged to read this constitution and to run for the various offices created by it, thereby becoming more involved in campus affairs. Since Student Government is no more effective than the enthusiasm and dedication of the students who participate in it, individual involvement is very important and students are encouraged to seek elected positions. Campus-wide elections are held once during each academic year to fill SGA seats vacated on a rotating basis.

Student Media

Student Media at USC Aiken is comprised of *Pacer Times* (news organization) and *Broken Ink* (literary and arts magazine). Both are operated by students, offering valuable experience for all interested students, regardless of major. Students can also gain experience in sales, as student advertising representatives working for *Pacer Times*.

Student Organizations

The numerous campus clubs and organizations include a variety of special interest groups, service groups, social groups such as fraternities and sororities, religiously oriented groups, Student Government, Pacer Union Board, and Student Media. A men's and women's athletics program and an intramurals/recreation program round out the exciting student life opportunities on the USC Aiken campus.

Student organizations can be accessed at https://usca.presence.io/.

Board of Publications

Created in 1986, the Board of Publications (Media Board) is composed of three faculty members and four students who allocate student activities funds to the student publications which come under the board's cognizance. These are *Pacer Times* (news organization), and *Broken Ink* (literary and arts magazine). The Board is the governing body for these media and sets high journalism standards in keeping with sound ethics.

Campus Recreation and Wellness

The mission of Campus Recreation and Wellness is to connect, educate, and inspire the campus community to lead a balanced healthy lifestyle through exceptional facilities, programs and services. This area consists of the Wellness Center, Natatorium, The WELL, Intramurals and Club Sports.

The Wellness Center seeks to provide safe, well-equipped facilities and trained, caring staff to the campus and Aiken Community. Located in the lower level of Business and Education Building, the Center is open seven days a week, housing a cardiovascular and strength training area, an aerobics room, an exercise testing laboratory, an educational room and locker room facilities.

The Natatorium is adjoining the Student Activities Center. The pool is open seven days a week for lifeguard-supervised activities including lap swimming, water aerobics, recreational activities, and pool party rentals. A competitive swim league also trains at the Natatorium. Locker room facilities are available.

The WELL is located in the Student Activity Center (SAC) and provides a hub for health and wellbeing programs offered on campus. A variety of educational programs are offered throughout the year with the focus on improving and enhancing knowledge, skills and abilities that impact overall wellbeing. Examples of programs in the space include Exercise is Medicine, Wellness Coaching and Peer Body Project.

Intramurals consists of competitive and noncompetitive activities that students can engage in to stay physically active. The program is designed to offer a variety of challenging and enjoyable activities to every member of the student body. Activities include vigorous team sports such as flag football, soccer, volleyball and basketball; competitive individual events such as table tennis and pool tournaments; and non-competitive recreational activities.

Club Sports are considered a student organization and bring in the atmosphere of competition against other campuses across the region. USC Aiken has eight club sport organizations including three styles of equestrian, shotgun, swim club, and ping pong club. Clubs can be created by any student at USC Aiken with an interest in a specific competitive event.

Campus Dining

Campus Dining's mission is to maintain its unique partnership with the Aiken community. Campus Dining strives to provide high quality products and excellent service to USC Aiken students, administration, faculty, staff, visitors, and local residents.

The University contracts with one of the country's premier food service operators to offer many dining options at USC Aiken, including:

- The Cafeteria located in the Student Activities Center, which offers a full service cafeteria featuring a salad bar, display cooking, subs, and grilled entrees. Also located in the SAC is Starbucks Coffee.
- The Station located in the Humanities and Social Sciences Building, which includes subs, salads, pastries, and gourmet coffee.
- Pacer Market located at Pacer Downs serving snacks, and selling supplies and household items.

Meal Plan Options

Meal plans are an excellent way to ensure proper nutrition and budgeting. Additionally, they offer the best dining value! There is a meal plan to suit the needs of every student.

Rates and meal plans may be subject to change, and are listed here: https://www.usca.edu/housing/living-on-campus/campus-dining/meal-plans.

A Special Note to Students Residing in University Housing

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

Freshman and Sophomore residents may choose from Meal Plans **A, B, or C.**

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

Students residing in university housing will sign up for a meal plan when they complete their housing application; all other students should sign up during the registration process. All students must present a valid USC Aiken I.D. and a receipt showing payment for the meal plan to the campus dining office located in the cafeteria in the Student Activities Center to activate their meal plan.

Commuter Students

All full time, non-online commuters will be enrolled in a nominal commuter meal plan each full semester (Fall/Spring) which will not carry over from semester to semester. This is a declining balance meal plan that may be used at all dining services locations at USC Aiken including USCA Starbucks as well as the local dining services partner, Domino's Pizza. This plan may also be used to purchase whole foods through the Dining Services or catered/picked up meals through USCA Catering Services.

Pacer Cards

Pacer Cards are ideal for those students not required to purchase a meal plan, commuter students, faculty and staff, or as a way to supplement an existing meal plan. Pacer Cards cost $40.00 but hold $44.00 of purchasing credit.

Pacer Downs Market

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

Childcare

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

Counseling Center

The Counseling Center's mission is to support students in their individual development by maximizing their problem-solving and decision-making skills in order to facilitate constructive choices in accomplishing their academic and personal goals. In conjunction with this mission, the Counseling Center interacts with the University community to ensure a college environment that is as beneficial as possible to the overall well-being of students, thereby empowering them to meet their fullest potential.

The Counseling Center provides counseling services for USC Aiken undergraduate and graduate students. Services are free and confidential, unless the individual student specifically requests that information be revealed to a particular entity or the student poses a potential danger to himself/herself or others. The services offer a holistic, developmental and short-term approach to assessing, consulting, individual counseling, group counseling, psycho-education, and training which enhances students' lives. Counselors are available by calling the Counseling Center at (803) 641-3609 for an appointment. Information on additional services is available in the Counseling Center, Student and Educational Support Building, Suite 107, or at the following web site: www.usca.edu/cc.

Disability Services

The mission of Disability Services is to facilitate the transition of students with disabilities to the University environment and to provide appropriate accommodations for each student's special needs in order to ensure equal access to all programs, activities and services at USC Aiken.

USC Aiken seeks to assist undergraduate and graduate students with medical, psychiatric, or learning disabilities in their college experience through an integration of on-campus services. The goal is to make all USC Aiken programs and services accessible. Special classroom accommodations are provided to students with documented disabilities based on individual student needs. These services are the result of a cooperative effort with the student's instructor and may include priority seating, test proctoring, permission to tape record lectures, alternative media, or other accommodations to assist the student in her/his classroom efforts. Students with documented disabilities may be eligible for a course substitution. Based on appropriate documentation, the Coordinator of Disability Services determines whether a course substitution should be recommended. Students should be aware that a disability will be revealed to faculty and staff involved in evaluating a recommendation for a course substitution. If a determination is made for a course substitution by the Disability Services office, the DS Coordinator will assist the student with the additional requirements necessary to petition for the substitution. For further detail, see "Course Substitutions" in the Academic Regulations section of the Bulletin. USC Aiken also has an Assistive Technology Center with disability-relevant software and equipment.

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

Assistance begins when a student's Disability Services application

is approved and ends when a student graduates. Throughout the USC Aiken experience, campus-wide services are coordinated to meet the needs of the student. To be eligible for services, students must provide medical documentation that provides information about a substantial limitation to one or more major life activities, specifically as it applies to meeting the demands of University life, in and/or out of the classroom. Although some disabilities do not change over time, the medical documentation must address the student's current level of functioning. IEP's and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient to make a student eligible for services. For more information, contact Disability Services at (803) 643-6815 or stop by the Student and Educational Support Building, Suite 104/105, or visit the Disability Services website at www.usca.edu/ds.

Institutional Culture and Belonging

In line with the university's core value of collegiality, the Office of Institutional Culture and Belonging fosters institutional equity, diversity, inclusion and belonging by providing opportunities to discuss difference, raise awareness of underserved student groups and place an emphasis on cultural diversity within the campus community. Through the implementation of services and programs that assist with campus efforts to increase retention, graduation, and career placement rates of students from underserved groups, USC Aiken has been recognized as an outstanding university for underserved and underrepresented student populations to attend. The Intersection, located in the Student Activity Center is positioned to be the consistent space for programs and events revolving around topics in our underrepresented communities. The Intersection is available to be reserved in 25 Live.

Our premier student success initiative, the PEAK Mentoring Program, is designed to support and develop students through peer mentorship in their first year as a USC Aiken student. The following is a sample of other resources and services available through our programming areas: A wide variety of diversity related affinity student groups, Heritage Month Celebrations and Heritage Month Planning Committees, annual campus and community-wide celebrations, diversity related trainings and workshops, support groups, and ICE events pertaining to diversity related topics.

Current Heritage and History Months celebrated include:

- Latinx History Month (Sept. 15th – Oct. 15th)
- LGBTQIA+ History Month (Oct.)
- Indigenous Peoples' History Month (Nov.)
- Inter-Faith Harmony Month (Jan.)
- Black History Month (Feb.)
- Women's History Month (Mar.)
- Asian, Desi, and Pacific Islander Heritage Month (May)

For more information about the office and programs mentioned above, call 803-641-3442 or visit the website at http://www.usca.edu/icb.

International Programs

The Office of International Programs (OIP) at USC Aiken provides diverse opportunities for all students to acquire skills necessary to succeed within the global community. OIP seeks to maintain a forum for communication and learning, which will contribute to increased international awareness, acceptance, and understanding of peoples and cultures from all corners of the globe.

Services Offered by OIP:

- International Student and Scholar Services, including international student orientations, immigration and personal advising, and ongoing assistance to the USC Aiken community
- Study abroad advising, program development and administration, and services to support USC Aiken students before, during, and following a study experience abroad
- Community programming and trainings in collaboration with university departments and the Aiken community to provide programs and activities that encourage an awareness and appreciation of cross-cultural perspectives.

For more information about the office and programs listed above, call 803-641-3671 or visit the website at http://www.usca.edu/international.

Pacer Shoppe

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

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

Off-the-Shelf

Off-the-Shelf is a course material model that lowers the cost of materials for students and ensures students have access to all of their required course materials on or before the first day of class. Through this program, physical books will be conveniently packaged and provided to students on a rental basis, and digital materials will be delivered directly within Blackboard. At the end of the term, students will receive email reminders to return their physical course materials to the bookstore

The program provides all required textbooks, lab manuals, access codes, and digital textbook versions to eligible students. The program does not include consumables that cannot be returned and reused such as lab goggles, dissection kits, molecular model kits, engineering kits or nursing kits.

The charge is currently assessed at $25 per credit hour based on the number of hours registered each semester. The book charge is automatically assessed to the student's account upon registration. The fee is financial aid eligible.

Students may opt-out of the Off-the-Shelf program each semester during the opt-out window.

More information: https://www.usca.edu/departments/business-services/off-the-shelf/

University Police and Safety

USC Aiken is concerned about safety issues for all of its students. The Student Right to Know Act gives all interested parties information concerning on-campus safety and crime. For information about the frequency and type of reportable incidents on campus, please contact the USC Aiken University Police at (803) 641-3319 or at the following web address: http://www.usca.edu/university-police

If off-campus housing is being considered, students and parents should be aware that Aiken County is served by three separate law enforcement units, with jurisdiction determined by location within the City of Aiken, the City of North Augusta, or the remaining areas which are served by the Aiken County Sheriff's Office. Please contact rental agents for County or City emergency numbers that might be helpful such as fire, police, and hospital. In addition, USC Aiken strongly suggests that all students considering off-campus housing contact the appropriate law enforcement agency for specific safety and crime information about the residential areas under consideration.

Local Law Enforcement Contact Points:

University Police - (803) 641-3319

On-campus: 6111
Off campus: (803) 648-4011

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

City of Aiken Public Safety - (803) 642-7620
(or 911 for emergencies)

Web address: http://adps.aiken.net

USC Aiken ID Card

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

Student Health Center

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

Visits to the SHC are free of charge, but there may be charges for immunizations or other special services. The Center is staffed by licensed nurse practitioners and registered nurses who provide primary care for common health problems by assessing and diagnosing the problem, then providing the necessary treatment, follow-up care and/or referral to outside resources. The SHC cannot follow chronic health conditions, but can assist with finding outside resources who can provide those services. Students are encouraged to visit the SHC if they have an illness or injury that they feel uncomfortable treating independently. The SHC staff also provides health promotion, health education, and disease prevention information. The SHC is open M-F from 10:00 a.m. - 3:30 p.m. and is located in the Student Activities Center, Room 106. For more information about SHC services, call 803-641-2840 or visit www.usca.edu/shc.

University Housing

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

Pacer Crossings is a 300-bed residence hall especially designed to enhance the freshman experience by providing many amenities and services, including the First-Year Experience (FYE) Program. Pacer Crossings features a shared, furnished four-bedroom suite (two students to each bedroom) with four baths, furnished living room area, free high-speed Wi-Fi, Wi-Fi for streaming, and a micro fridge in each bedroom. Also within the residence hall is an onsite laundry facility, study rooms on each floor, eight kitchens, a learning center and computer lab, lounge spaces and a game room. Pacer Crossings is staffed by a live-in Assistant Director and Resident Mentors.

Pacer Commons consists of 79 four-person apartments, housing 316 residents. Pacer Commons contains 43 double-bedroom apartments and 36 single-bedroom apartments. Each apartment is furnished and contains two full bathrooms, a living area and a fully equipped kitchen (no microwave oven), as well as free high-speed Wi-Fi, Wi-Fi for streaming. Pacer Commons is staffed by a live-in Assistant Director and Resident Mentors. Pacer Commons has an outdoor recreational area that consists of a volleyball court, a basketball court, and a picnic pavilion with grills. Within the halls of Pacer Commons there are six lounges, two classrooms, a computer lab, a lobby with a pool table and vending, and a laundry facility.

Pacer Downs is an apartment complex housing 352 residents. Each apartment is furnished and contains two double bedrooms, two full bathrooms, a living area, and a fully equipped kitchen (no microwave oven), as well as free high-speed Wi-Fi, Wi-Fi for streaming. Pacer Downs is staffed by a live-in Assistant Director and Resident Mentors. The outdoor recreation area at Pacer Downs consists of a pool, volleyball court and basketball court. There are two picnic pavilions with grills. There is a Community Center by the pool that includes a computer lab, kitchen area, lounge, and a covered patio.

USC Aiken students who wish to live on campus may apply at: https://www.usca.edu/housing/living-on-campus/apply or if there are questions concerning housing, they should contact the University Housing Office at 803-641-3790 or via email at housing@usca.edu.

Tuition, Fees, and Refunds

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

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

Tuition costs, as well as application, academic, and other required fees, are published by the Business Services Office here: **https://www.usca.edu/departments/business-services/tuition-and-fees/**.

Course registration, withdrawal, and tuition refund deadlines are published by the Office of the Registrar here: **https://www.usca.edu/departments/registrar/academic-calendars/.**

Payments

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

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

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

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

Legal Residency

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

Policies for Students

The initial determination of one's resident classification is made after completion of the online South Carolina Residency Certification. The determination made at that time, and any determination made thereafter, prevails for each successive semester. The burden of proof rests with the student to show evidence as deemed necessary to establish and maintain his/her residence status. All students seeking the benefits of South Carolina residency must complete the online residency process in Self Service Aiken (SSA).

Definitions of Terms

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

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

"Independent person"— one in his/her majority (18 or older) whose predominant source of income is his/her own earnings or income from employment, investments or payments from trusts, grants, scholarships, loans or payments made in accordance with court order. An independent person: - was not claimed as a dependent during the tax year immediately prior to the academic year in which resident status is claimed and whose independent status has not changed since the tax filing; - must have provided more than half of his/her support during the 12 months immediately prior to the date that classes begin for the semester for which resident status is claimed; - must have established his/her own domicile, and cannot claim the domicile of another individual as their own. Definitions from independent/dependent persons for resident classification may be different than definitions for financial aid purposes.

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

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

Resident Classification

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

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

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

Maintaining Residency

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

Dependent Persons

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

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

A dependent alien may be entitled to resident classification if the alien and the parent of the alien have been lawfully admitted to

the United States for permanent residence and the parent has physically resided and established permanent residence in South Carolina for at least 12 months after admission for permanent residence.

Other Residency Exceptions

Persons in the following categories may qualify to pay in-state fees without having to establish a permanent home in South Carolina for 12 months. Persons qualifying under any of the exclusions below must complete a residency application and provide documentation to verify their eligibility under the applicable exemption.

Richmond and Columbia County Residents

Persons who are legal residents of Richmond or Columbia counties, Georgia, and meet the minimum qualifications of legal residence, may qualify to pay the in-state tuition rate. All students seeking the benefits of Reciprocity exemption must complete the online residency process in Self Service Aiken (SSA).

Students should contact the Registrar's office for additional information.

Note: reciprocal agreement for in-state applies to USC Aiken undergraduate or USC Aiken graduate courses taken at the Aiken campus.

Military Personnel and Their Dependents

Members of the United States armed forces (and their dependents) may be eligible for in-state tuition under applicable federal and state law, including the provisions below.

GI Bill® Resident Rate Requirements

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill.

Under Title 38, U.S. Code § 3679(c), a public institution of higher learning must charge in-state tuition and fees to covered individuals who live in South Carolina and are using VA education benefits, regardless of the covered individual's formal state of residence. USC Aiken charges the in-state rate to covered individuals using benefits under Chapter 30 (Montgomery GI Bill® – Active Duty), Chapter 31 (Veteran Readiness and Employment), Chapter 33 (Post-9/11 GI Bill®, including transferred entitlement and the Marine Gunnery Sergeant John David Fry Scholarship), or Chapter 35 (Survivors' and Dependents' Educational Assistance) of Title 38, or Chapter 1606 (Montgomery GI Bill® – Selective Reserve) of Title 10.

A covered individual is defined as:

- A veteran who was discharged or released from a period of not fewer than 90 days of active military, naval, air, or space service;
- An individual using transferred Post-9/11 GI Bill® (Chapter 33) entitlement;
- A Marine Gunnery Sergeant John David Fry Scholarship recipient;
- An individual using Chapter 31 (Veteran Readiness and Employment) benefits; or
- A spouse or child using Chapter 35 (Survivors' and Dependents' Educational Assistance) benefits.

Effective August 1, 2021, federal law removed the prior requirement that a covered individual enroll within three years of the service member's discharge. A covered individual who remains continuously enrolled (other than during regularly scheduled breaks between terms) retains eligibility for the in-state rate.

To receive the in-state rate, the covered individual must be living in South Carolina and may be required to: submit a Certificate of Eligibility (COE) — or, for Chapter 31, the VA's authorization — no later than the first day of the term; submit a written request to use VA education benefits; and provide any additional information needed to certify enrollment.

Faculty and Administrative Employees and Their Dependents

Full-time faculty and administrative employees of South Carolina state-supported colleges and universities are eligible for in-state rates without regard to their state of permanent residence. Dependents of such persons are also eligible for in-state rates.

Residents with Full-Time Employment and Their Dependents

Independent persons who have resided and been domiciled in South Carolina for less than 12 months may be eligible for the in-state rates if they are full-time employed (minimum 37.5 hours a week on a single job) in the state and they will continue to work full-time until they meet the 12-month requirement provided they have taken steps to establish a permanent home in the state. Individuals with remote work with a company that has a physical presence in South Carolina may also qualify for this provision. The dependents of such persons may also be eligible for in-state rates.

Such individuals must provide the following documentation:

(a) Verification of full-time employment;

(b) Documentation of the number of hours worked per week;

(c) Documentation of the beginning date of employment;

(d) Documentation of the physical address of South Carolina office or facility;

(e) A copy of the employee's most recent paystub.

Effects of Changes

Moving

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

Marriage

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

Procedures

Applying for Resident Status

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

Establishing Requisite Intent

The following may be considered convincing evidence that one intends to establish permanent residence in South Carolina:

1. Possession of a valid South Carolina driver's license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident may delay the beginning date of residency eligibility until a valid South Carolina driver's

license is obtained;

2. Possession of a valid South Carolina vehicle registration card for at least one vehicle the independent person is in sole or partial ownership of. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident may delay the beginning date of residency eligibility until the applicant obtains a valid South Carolina vehicle registrations card(s). Independents persons who do not own vehicles should notify the institution;
3. Maintenance of an established and primary domicile in South Carolina;
4. Filing 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.

The institution may require additional documentation and information, in conjunction with the items listed above, to make a determination of resident classification.

Maintaining Resident Status

A person who will be out of state temporarily should take the following steps to retain South Carolina resident status for fee and tuition purposes:

1. continue to use a South Carolina permanent address in all records;
2. satisfy South Carolina resident income tax obligations (individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date they establish South Carolina residence; this includes income earned in another state or country);
3. maintain South Carolina driver's license and vehicle registration.

Incorrect Classification

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

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

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

Application for Change of Resident Status

Persons applying for a change of resident classification must complete a residency appeal and provide supporting documentation prior to the first day of class for the semester for which resident status is claimed. The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status. SC Residency is not retroactive. The SC Residency Appeal Form is available in the Registrar's Office.

SC Residency Designation Appeal

Should any student wish to appeal residency determinations made by the University, they must obtain a copy of the SC Residency Appeal Form and provide supporting documentation prior to the first day of class for the semester for which resident status is claimed. Neither the primary residency official nor the appeal committee may waive the provisions of the Statute governing residency for tuition and fee purposes. SC Residency is not retroactive. The SC Residency Appeal Form is available in the Registrar's Office.

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

Withdrawal and Refund Information

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

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

Standard Refund Procedures for Withdrawal from Classes

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.

1. 100 percent if the student's official drop/withdrawal calculation is within 6% of the enrollment period for which the student is liable.
2. 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.
3. 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.
4. 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.

The refund schedule for every semester, including all parts of term is provided at https://www.usca.edu/registrar/calendars/academic-calendars. **It is the student's responsibility to abide by all published deadlines.**

Determining the Refundable Portion Procedure

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

University Withdrawal and Tuition Refund Appeal Procedures

The refund dates are published each year as part of the university academic calendar. Refunds beyond published deadlines are an unusual exception and are normally considered for only catastrophic or unforeseen circumstances. A committee has been authorized to review and adjust limited exceptions to the University of South Carolina Aiken refund schedule. To be considered by the committee, the Refund Appeal Request Form (available by emailing busserv@usca.edu) along with supporting documentation must be completed and submitted to the Business Services Office at the university at the email address mentioned or via postal mail to: Tuition Appeals, USC Aiken, 471 University Parkway – Box 16, Aiken, SC 29801. Questions regarding the process can also be answered by calling 803-641-3543.

Please review the following guidelines carefully before

submitting the form.

The student will be informed of the outcome to the appeal by letter from the Office of Business Services.

Guidelines for Refund Appeals:

1. The appeal must be submitted in writing to the Office of Business Services via the form mentioned above.

2. All requests for appeal must be submitted directly by the student or the students' legal representative.

3. Consideration will not be given to appeals failing to include supplemental documentation supporting claim, including start date(s) of hardship.

4. The appeal must be initiated within 60 days of the end of a term or semester to which the appeal applies.

5. Appeals will only address whether or not a refund will be granted. No consideration will be given to grade assignments or other academic issues. If applicable, requests for extenuating circumstances withdrawals for grade purposes must be resolved prior to deliberation of the Refund Appeals Committee.

6. Requests for consideration for review by the Refund Appeals Committee must meet one or more of the following criteria:

   a. Documentation of an acute or chronic illness or accident with medical recommendation for withdrawal. Documentation must include letters from physicians or health care providers which clearly articulate that the student could not continue in courses for the entire remainder of the semester due to a severe medical issue.

   b. Documentation of extraordinary incident that required withdrawal. Examples might include mandatory relocation for employment of family/primary wage earner where the relocation is more than 100 miles from Aiken.

   c. Documentation of an error by the University or a University Official or of substantial circumstances where a student has in good faith relied upon the veracity of a University Official's advice or the official's interpretation of the text of a university document or publication and was consequently misled or mistaken about the terms of the published refund policy. Documentation must include letters or other correspondence from USC Aiken faculty or staff supporting the mistake.

7. There is no "appeal of an appeal." The decision of the committee is final.

In general, withdrawals must be for all courses in the semester in order for an appeal to be heard by the committee. Consideration is generally not given for dropping some courses and not others given the conditions under which appeals are granted. In order to consider a refund request, even with any of the above circumstances, it must be clear why academic calendar deadlines were not met through use of the Self-Service Carolina system.

Policy on the Return of Title IV Funds

Federal financial aid includes Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Perkins Loan, Federal Stafford Loans, and Federal PLUS Loans. These funds are awarded with the expectation that students will complete the entire period of enrollment.

Students "earn" a percentage of the funds that are disbursed with each day of class attendance. When a student who has received federal aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal regulations require the University of South Carolina Aiken to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the lender and/or Department of Education.

Once a student has completed more than 60% of the enrollment period, he/she is considered to have earned all funding received. This calculation may have the effect of requiring the student who withdraws before this time frame to repay funds that have already been disbursed to the student or credited towards his/her current account for tuition, fees, housing and/or meals. Students are encouraged to meet with a counselor in the Office of Financial Aid prior to making the decision to withdraw from school.

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

The return of the University's repayment is made in the following regulations prescribed priority sequence:

1. Unsubsidized Federal Direct Loans.
2. Subsidized Federal Direct Loans.
3. Federal Perkins Loans.
4. Federal PLUS loans.
5. Federal Pell grants.
6. Federal SEOG program aid.
7. Other Title IV funds.

Exit interviews are required before leaving the University of South Carolina for all students who withdraw and have received Federal Direct, Perkins, and/or Plus loans. For additional information, these students should contact the Office of Financial Aid at (803) 641-3476 or stuaid@usca.edu.

Refunds are not made to students and/or parents until all institutional financial obligations for the period have been canceled or repaid in full. Standard refunds are calculated on all students who withdraw from the University regardless of funding source.

Financial Aid and Scholarships

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

General Information

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

Below is a description of each category of financial assistance available at USC Aiken:

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

Grants are need-based aid which do not have to be repaid.

Employment consists of part-time work that is arranged around the student's academic schedule. This type of employment is known as work-study.

Loans are available to most students. Repayment is not required until the student graduates or drops below half-time enrollment. Interest rates vary depending upon the type of loan.

More detailed information about the various financial assistance programs can be found on the USC Aiken Financial Aid website, https://www.usca.edu/financialaid/.

The USC Aiken scholarship and financial aid programs are administered in accordance with the nationally established philosophy of educational financial assistance. The basis of this philosophy is the belief that the student and/or his/her parents are the primary responsible source for meeting educational expenses and that student financial aid should be viewed only as supplementary to the efforts and resources of the family.

Financial Aid Policies

The following statement of policies is to help high school counselors, parents, and students understand the goals of the financial aid programs at USC Aiken.

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. USC Aiken uses the Free Application for Federal Student Aid (FAFSA) for the need analysis.

2. In estimating the amount that a student's family can provide for college expenses, USC Aiken may consider additional factors that are not reflected on the FAFSA. 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 USC Aiken, 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 USC Aiken.

6. Financial assistance received from any source that is not included in the award notification must be reported to the Office of Financial Aid at USC Aiken. This must be done even if the extra financial assistance has been reported to some other office at USC Aiken. Failure to report extra financial assistance could harm a student's chances of receiving financial assistance in the future.

7. **The Office of Financial Aid has established March 1st as the priority date for receipt of the FAFSA information**. Applications received after that date will be considered for appropriate available funds remaining.

8. USC Aiken 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, b) scholarships, c) loans, and/or d) employment.

9. Notification of awards will be made as soon as possible after the successful completion of the application process. Awards may be declined or adjusted within two weeks of award notification. An internet link to terms and conditions of awards will be included with the award notification.

10. If the application has been submitted by the student in a timely fashion and financial aid has subsequently been awarded, the award will usually be paid in two disbursements (once during each enrollment period).

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, the Office of Financial Aid at USC Aiken should be contacted for additional clarification.

12. USC Aiken students taking classes at the Beaufort, Sumter, and Salkehatchie campuses should contact the USC Aiken Office of Financial Aid concerning the method of disbursement 60 days prior to the begin date of the academic term(s).

Applying for Financial Aid

1. Make application for admission to USC Aiken. Financial aid is awarded only to students who satisfactorily complete the requirements for admission.

2. Submit the Free Application for Federal Student Aid (FAFSA). Application may be made online at www.studentaid.gov.

3. After students have been formally accepted for admission, their

requests for aid will be considered.

4. All students who wish to apply for financial aid for the summer terms are required to complete a summer student aid application and submit the application to the USC Aiken Office of Financial Aid by the established deadline. These applications are available in early April of each year.

Satisfactory Academic Progress

To be eligible to receive any federal financial aid and/or state need-based financial aid, students must adhere to the USC Aiken Office of Financial Aid's Policy on Satisfactory Academic Progress. The intent of this policy is to ensure that students who are receiving federal and state financial aid for their education are making measurable progress toward completion of a degree in a reasonable period of time.

All federal financial assistance programs are authorized under Title IV of the Higher Education Act of 1965 as amended, and require the establishment of minimum standards of academic progress that students must meet to maintain general eligibility for financial aid. While students meeting these standards are generally eligible for aid, some aid programs require higher standards that may preclude the student from qualifying for those programs.

Federal regulations require the establishment of minimum standards of academic progress that students must meet to maintain general eligibility for financial aid. Undergraduate students must meet three academic standards to keep financial aid eligibility:

- Earn a minimum cumulative Grade Point Average (GPA) of 2.0

- Successfully complete at least 67% of all attempted credit hours

- Complete a degree or program of study within a maximum timeframe of 150%

Bachelor's Degree programs cannot exceed 180 hours of course work including accepted transfer credits.

Failure to meet the above SAP standards will result in the loss of financial aid eligibility. Students deemed ineligible would need to submit a written appeal in order to have their eligibility reinstated. This determination applies without regard to any financial aid award letter that may have been sent or received prior to the time the determination is made.

Graduate students must meet three academic standards to keep financial aid eligibility:

- Earn a minimum cumulative Grade Point Average (GPA) of 3.0

- Successfully complete at least 67% of all attempted credit hours

- Complete a degree or program of study within a maximum timeframe of 150%

Master of Science in Clinical Psychology cannot exceed 76 hours of course work including accepted transfer credits.

Master of Education in Learning Design and Technologies cannot exceed 54 hours of course work including accepted transfer credits

Master of Business Administration will vary depending on area of specialization including accepted transfer credits

Students who fail to meet SAP standards will be ineligible to receive any federal or state financial aid funds. Students who are found ineligible may appeal this determination under specifically prescribed conditions.

Satisfactory academic progress is measured annually by the Office of Financial Aid. This measurement occurs at the conclusion of each spring semester once grades are reported and recorded by Student Records. The measurement is for eligibility for the subsequent fall and spring semesters. However if a student attends summer school, he/she will also be reviewed at the end of the summer session(s). Students whose records are not reviewed at the end of spring or summer will be reviewed when they submit a FAFSA for the current year or upcoming year. The academic year for Satisfactory Academic Progress (SAP) eligibility determination is comprised of the fall, spring, and summer terms.

The SAP standards will not automatically apply to any hours forgiven under the University of South Carolina Aiken Academic Forgiveness Program. Students who have been granted academic forgiveness under this policy must contact the Office of Financial Aid for further assessment.

In determining a student's SAP standing, classes in which a student receives a W, WF, I, U, NR, or F are counted as attempted hours but not hours earned. 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. Repeated courses and transfer hours accepted by USC will be counted in both attempted hours and hours earned.

There are two ways a student can re-establish their eligibility for financial aid:

1. A student must bring his/her GPA and/or completion rate up to the minimum standards, as stated above, to regain financial aid eligibility. At the end of the term after meeting SAP standards, the student will regain financial aid eligibility. A student should consult with a Financial Aid Counselor to ensure aid eligibility is reinstated for the next period of enrollment.

2. Transfer credit accepted by USCA that applies to the student's program can affect **c**ompletion rate. If transfer credit is accepted by USCA the student should request a review of their SAP status to determine if eligibility has changed.

If a student has experienced special circumstances during the evaluation period that he/she did not meet SAP standards, an appeal to request reinstatement of financial aid eligibility can be submitted. A completed appeal form, letter of explanation addressing academic performance, and supporting documentation are required before the appeal is reviewed. Acceptable supporting documentation is outlined on the Financial Aid Satisfactory Academic Progress Appeal Form.

Special circumstances are limited to 1) serious illness to student or immediate family member, 2) death of an immediate family member, 3) job-related issue, 4) victim of a crime, and 5) other events leading to inability to successfully complete course requirements.

For students not completing a degree or program of study within a maximum timeframe of 150%, the reason for appeal is limited to second degree, double major or change of major.

If the appeal request is granted, the student will be placed on financial aid probation for a minimum of one semester only if it is mathematically possible for the student to meet minimum standards at the end of that semester to maintain eligibility.

A student who cannot meet the minimum standards in one semester will be required to submit a degree audit from DegreeWorks. The degree audit is designed to allow the student to take only courses required in his/her program of study with the following conditions;

- Successfully complete all attempted credit hours (i.e. no withdrawals or failing grades)
- Maintain a term GPA of at least 2.0

For students on financial aid probation, SAP is checked each

semester and evaluated based on the above conditions. If the student fails to meet these conditions, he/she will become ineligible for financial aid.

If the appeal request is not granted, the student will remain ineligible for financial aid until he/she meets all minimum standards. Students may not submit an appeal for two consecutive review periods. Undergraduate students in a four year program may submit a maximum of two appeals for the duration of their program; graduate students may submit a maximum of one appeal.

Incomplete appeals will not be reviewed. If additional information is required, an email will be sent to the student's USCA email account as well as a message posted on the Self-Service Banner System. After 30 days of being incomplete, the appeal will be denied.

Once all required documentation is submitted, students will be notified electronically of the outcome of their appeal. Appeal decisions will be updated on the Self-Service Banner system. **The decision of the Financial Aid Appeals Committee is final.**

Deadline for receipt of appeals in the Office of Financial Aid is 30 calendar days prior to the end of the semester for which aid is requested.

Types of Aid

University Scholarships

USC Aiken has a limited number of established scholarships. These scholarships are designed to recognize qualities of leadership, merit, and academic performance and to assist students in achieving their educational goals. All university scholarships are awarded to support institutional priorities. All fully admitted, degree-seeking freshman students are automatically considered for these scholarships annually based on their student profiles. Some awards can be renewed for up to 3 additional years. To be considered for university scholarships, there are two deadlines established. Priority deadline is December 1 and the final deadline is February 1. Students must be admitted by those dates to be considered for university scholarships.

South Carolina Student Aid Programs - For complete information on the LIFE, SC HOPE and Palmetto Fellows Scholarship programs, please visit the USC Aiken Financial Aid webpage at www.usca.edu/financialaid.

Grants

Federal Pell Grant - Students may apply for a Federal Pell Grant if they are enrolled in a program of study and have not already earned a bachelor's degree. Eligibility is determined by the US Department of Education. To apply for a Federal Pell Grant, students should complete a FAFSA. They will receive notification of eligibility. The amount of the award will be based on the determination of eligibility and the cost of attendance at USC Aiken.

Federal Supplemental Educational Opportunity Grant (SEOG) - Using funds provided by the federal government, the University makes SEOG Grants available to a limited number of undergraduate students with greatest financial need.

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

South Carolina Need-based Grant - 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 USC Aiken, a student must meet all of the following minimum requirements:

- Be a needy student as defined by Title IV Federal Student Aid Programs for determining eligibility for federal student financial aid. The student must complete a Free Application for Federal Student Aid (FAFSA).
- Be a legal resident of the state of South Carolina.
- Be enrolled as an undergraduate student at least half-time (6 credit hours each term) and seeking his/her first undergraduate degree.
- Certify that he or she has never been convicted of any felonies, has not been convicted of a second alcohol or drug-related misdemeanor offense within the 12 months prior to the period of the award, and is of good moral character by submitting a signed affidavit to the Office of Financial Aid.
- Be making satisfactory progress as defined in USC Aiken's "Satisfactory Academic Progress Policy" which is available on the Financial Aid web page. On every award notification, students are provided with the web address for Financial Aid "Terms and Conditions" which references this policy.
- Maintain a minimum 2.0 grade point average.
- Certify that he or she does not owe a refund or repayment on any state or federal grant and is not in default on a loan under the Federal Perkins Loan or Federal Stafford Loan Programs.

On-Campus Employment

Federal Work-Study (FWS) Program - This program provides jobs for students who have financial need. USC Aiken participates in the Federal Work-Study program and helps coordinate job placement on campus.

The Federal Work-Study Program provides part-time on-campus and community service employment to USC Aiken students. The salary is at least equal to the current minimum wage. A student must complete a FAFSA in order for eligibility to be determined. Students must be enrolled at least half-time. Students who are awarded FWS may be employed for up to 15 hours per week. The average award usually allows 10 hours per week. The students' work schedule will be set around their class schedule. Funds in this program are limited and are awarded on a first come/first served basis.

Loans

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

Maximum Loan Amounts

Freshmen - $5,500 for dependent students (maximum $3,500 subsidized) $9,500 for independent students (maximum $3,500 subsidized)

Sophomores - $6,500 for dependent students (maximum $4,500 subsidized) $10,500 for independent students (maximum $4,500 subsidized)

Juniors/Seniors -$7,500 for dependent students (maximum $5500 subsidized) $12,500 for independent students (maximum $5500 subsidized)

Graduate Students - $20,500 (unsubsidized loans only)

Aggregate Loan Limits

Undergraduate - $31,000 for dependent students (maximum $23,000 subsidized) $57,500 for independent students (maximum $23,000 subsidized)

Graduate -$138,500 (maximum $65,500 subsidized)

The graduate limit includes Federal Direct Loans received for undergraduate study.

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

Federal Direct PLUS Loan for Graduate Students - Graduate PLUS Loans provide long-term loans to graduate students through the US Department of Education. Loan amounts under this program are limited to the student's cost of educa¬tion minus other financial aid awards. Graduate students may be denied a PLUS Loan due to adverse credit history. Graduate students must complete the FAFSA to be considered for a PLUS Loan; and are only considered for this loan after applying for the maximum Federal Direct Loan. The repayment period for each Graduate PLUS Loan begins on the date the final loan disburse¬ment is made. There is no grace period for Graduate PLUS Loans. Students have the option of requesting an in school deferment from the Direct Loan Servicing Center. Interest will accrue during the postpone¬ment period. The loans have a fixed rate for the life of the loan. Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall - August, Spring - January). One semester loans are disbursed at the beginning of the semester for the full loan amount.

South Carolina Teachers Loan Program - South Carolina Teachers Loan Program provides loans in amounts up to $2,500 for freshmen and sophomores. All other students may borrow up to $5,000 per academic year up to a cumulative maximum amount of $20,000. Loan indebtedness will be cancelled at the rate of 20% or $3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area in South Carolina. If one teaches in both a critical subject and geographic area simultaneously, his/her 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 an individual applies will be honored for cancellation when one 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 Direct Unsubsidized Loan plus 2%, not to exceed 8.25%.

Career Changers Program - The Career Changers Program provides loans to individuals wishing to enter the teaching profession. The program provides annual loan amounts of $15,000, up to a cumulative amount of $60,000. Loan indebtedness will be cancelled at the rate of 20% or $3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area in South Carolina. If a person teaches in both a critical subject and geographic area simultaneously, his/her loan shall be cancelled at the rate of 33 1/3% or $5,000, whichever is greater, for each full year of full-time teaching. The subject areas deemed critical at the time an individual ap¬plies will be honored for cancellation when he/she 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 Direct Unsubsidized Loan plus 2%, not to exceed 8.25%.

Veterans' Benefits

Information on VA education and training benefits is available from the Office of Veteran and Military Student Success, located in the Penland Administration Building, Room 107 (803-643-6767; vmss@usca.edu). See the "Veteran and Military Student Success" section of this bulletin for certification policies and procedures.

Vocational Rehabilitation

Students with disabilities may obtain grants-in-aid covering tuition, fees, books, supplies, and transportation through the Vocational Rehabilitation Service. Detailed information may be obtained from the Vocational Rehabilitation Department in Aiken. (Note: This state program is separate from the VA's Chapter 31 Veteran Readiness and Employment (VR&E) benefit; students pursuing Chapter 31 should contact the Office of Veteran and Military Student Success.)

Academic Affairs and Regulations

As the chief governing body of the University, the Board of Trustees delegates power to the President and faculty in accord with its policies. Subject to the review of the President and the Board of Trustees, the faculty retains legislative powers in all matters pertaining to the standards of admission, registration, instruction, research, and extracurricular activities; the requirements for and granting of degrees earned; the courses; the curricula; the discipline of students; the educational policies and standards of the University; and all other matters affecting the conduct of academic affairs.

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

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

Academic Calendar

The academic calendar lists all critical dates, including registration and refund deadlines, official University holidays, and final exam days. The Office of the Registrar publishes the academic calendar online here: https://www.usca.edu/registrar/calendars/academic-calendars.

Along with the full-term fall and spring semesters, additional parts-of-term (condensed within the full term) for fall, spring, and summer are included in the online calendar.

Fall 2026

August 18	First Day of Classes
October 15-16	Fall Break
December 4	Last Day of Classes
December 7 - 11	Final Exams
December 10	December Commencement

Spring 2027

January 11	First Day of Classes
March 8 - 12	Spring Break
April 26	Last Day of Classes
April 28 - May 4	Final Exams
May 5	May Commencement

Student Grievances

Students enrolled at USC Aiken are provided with a standard, formal process for seeking a resolution when, in the student's judgment, he or she has been treated unfairly or improperly. This includes a situation in which a student's academic progress has been adversely affected due to problems in the instructor's ability to write or speak English. Information regarding grievances and the grievance procedure is contained in the *USC Aiken Student Handbook*, which is available on the USC Aiken web site.

Students enrolled in USC Aiken off-campus programs, once a Change of School Form has been completed, shall be entitled to relief from any academic complaint or grievance through the student grievance procedure established in the applicable USC Regional Campus Student Handbook. After a judgment has been rendered on that campus, an appeal to the Executive Vice Chancellor for Academic Affairs at USC Aiken may be made.

SARA Complaints

South Carolina participates in the State Authorization Reciprocity Agreement (SARA). The South Carolina Commission on Higher Education serves as the state's portal agency for SARA and is the final authority for SARA-related complaints. If an out-of-state student enrolled in an SC institution via distance education wishes to file a complaint, he or she may complete and submit the Commission's complaint form, which can be found at https://www.usca.edu/departments/academic-affairs/complaint-procedure-and-form/.

Rights of Bulletin

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements for the particular degree set forth in the *USC Aiken Bulletin* current at the time of the student's initial enrollment, or any subsequent *USC Aiken Bulletin*, provided the student has not been absent from active enrollment at USC Aiken for a period exceeding three years (thirty-six months). Transfer credit awarded to a student who has been absent from the University for more than 36 months must be re-evaluated according to the standards in effect at the time the student is readmitted. However, a student is restricted in his/her choice of requirements to one specific *USC Aiken Bulletin*. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific *USC Aiken Bulletin*.

Within the eight-year limit, an undergraduate student who is absent from the University for no longer than three years and who returns to complete his or her program of study, will have the right to continue under the *USC Aiken Bulletin* in effect at the time of original enrollment. Alternatively, the student may elect the degree requirements set forth in the *USC Aiken Bulletin* in effect at the time of re-enrollment.

When a student has been absent from enrollment at USC Aiken for a period in excess of three years, the student is restricted in his/her choice of program requirements to those set forth in the *USC Aiken Bulletin* in force at the time of re-enrollment or any subsequent *USC Aiken Bulletin*.

Under no circumstances will students be allowed to appeal to short-lived rules, regulations, and/or curricular requirements which were adopted and subsequently abandoned during the period of their absence.

Confidentiality Of Student Records

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

1. to other school officials, including faculty within the educational institution or local educational agency who have legitimate educational interests;
2. to officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record desired, and has an opportunity for a hearing to challenge the contents of the record;
3. to certain officials of the U. S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney

General, INS, the Comptroller General of the United States, and state and local educational authorities, in connection with certain state or federally supported education programs, organizations conducting studies for or on behalf of the University, and accrediting organizations;

4. in connection with a student's application for, and receipt of, financial aid;
5. to parents of an eligible student who claim the student as a dependent for income tax purposes. Upon receipt of the parents' most recent federal income tax return listing the student as a dependent, USC Aiken will give access to the student's records. The student will be notified in writing through certified mail that this access has been given.
6. if required by a state law requiring that disclosure was adopted before November 19, 1974;
7. to comply with a judicial order or a lawfully issued subpoena. The student will be notified in writing sent certified mail that this access has been given;
8. to appropriate parties in a health or safety emergency;
9. the results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime;
10. the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law;
9. the results of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime;
10. the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law;
11. to students currently registered in a particular class, the names and e-mail addresses of others on the roster may be disclosed in order to participate in class discussion;
12. where the information is classified as "directory information." The following categories of information have been designated by the University as directory information:
    - Name
    - Dates of Attendance
    - Campus
    - College or School
    - Classification
    - Primary Program of Study
    - Full-time or Part-time Status
    - Degree(s) Awarded Including Dates
    - Honors and Award Including Dean's and President's List
    - University Email Address
    - City, State, and Zip Code Associated with a Student's Permanent Address

Students who do not wish such information released without their consent should notify the Registrar's Office prior to the first day of classes. Questions concerning this law and the University's policy concerning release of academic information may be directed to the Registrar's Office.

Baccalaureate Degree Requirements

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

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

Students must pursue required courses in the prescribed sequence. Failure to do so may lead to scheduling difficulties. Students may find courses they wish to take either not available or closed to those without advanced standing.

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

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

For graduate degree requirements, reference the specific program in the "Graduate Programs" section of this document.

Baccalaureate Curricula

1. General Education Requirements.....31 credits

A. Knowledge of Human Cultures and the Physical and Natural World 16

At least three hours must be in **non-Western World Studies**, unless an approved non-Western world studies course has been completed elsewhere in the student's degree program. See definition and list of approved courses under Academic Affairs and Regulations.

1. Natural Sciences 4

   Astronomy, Biology, Chemistry, Geology, Physics

2. Social and Behavioral Sciences 3

   Anthropology, Economics, Geography, Political Science, Psychology, Sociology

3. Global Cultures 3

   HIST A101 or HIST A102

4. Humanities (at least two areas)..... 6

   Art History, Communication (last two digits must be in 50s or 60s), History, Honors (HONS acronym), Humanities (HSSI acronym), Language (selected courses), Literature, Music History, Philosophy (other than logic), Religion, Theatre History;

   For a list of all courses that will meet the Humanities general education requirement, refer to Academic Affairs and Regulations.

B. Intellectual and Practical Skills 12

1. Composition 6

   ENGL A101 and A102

2. Oral Communication 3

   COMM A201 or COMM A241

3. Math/Statistics/Logic 3

   Students should take math in their first year of enrollment

at USC Aiken (unless they have already completed general education requirements for math through concurrent enrollment, AP, etc.). MATH A221 and MATH A222 cannot be used for General Education math credit EXCEPT by students graduating with degrees in Elementary, Early Childhood, or Special Education.

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

For more information, see Writing Intensive Course section under Academic Affairs and Regulations.

Courses offered as writing intensive are designated with WI behind the course title as posted in the schedule of classes in Self Service Carolina (SSC).

C. Personal and Social Responsibility 3

1. American Political Institutions..... 3

POLI A201, HIST A201, or HIST A202

2. Academic Enrichment Program (ACE)

For more information, see ACE Program requirements under Academic Affairs and Regulations.

D. Integrative Learning

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

2. School/College Requirements.....15 (min.)

In addition to the General Education core of required credit hours, students must complete the required credit hours designated by the College or School of their major program. These courses offer further breadth within the academic curriculum while also preparing students for coursework in their chosen major. (See School/College for list of requirements). Each College/School will set out requirements that include classes from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

3. Program Requirements.....(varies by program)

4. Cognate or Minor.....(some programs)

5. Free Electives .....(some programs)

TOTAL hours required..... 120+ credits

General Education

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

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

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

Courses taken for the General Education Requirements cannot also count towards College/School or Program required credit hours, other than in satisfaction of non-credit bearing requirements, such as Non-Western and Writing Intensive.

Composition

Students should take English in their first semester of enrollment at USC Aiken (unless they have received credit for ENGL A101 and ENGL A102 through concurrent enrollment, AP, etc.) with a grade C or better in order to fulfill general education requirements and before taking Writing Intensive Courses and other English courses.

Courses

- **English (ENGL):** A101, A102

Global Cultures

Learning Outcomes

Global Cultures courses explore the ways in which national cultures have changed and adapted through interactions over time. All learning objectives must be satisfied in each course, as students are only required to complete one course.

Students will:

1. Identify ways in which ethnic, religious, cultural, and/or linguistic groups have changed their identities over time through interactions with other groups.
2. Compare the historical foundations of cultural identities across an interconnected world.
3. Analyze aspects of multiple national cultures (politically, socially, and/or historically defined) and continents.

Courses

- **History (HIST):** A101, A102

Humanities

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

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

Learning Outcomes

Students will think critically and creatively about what it means to be human through recognition, analysis, interpretation, contextualization, evaluation, and reflection of what they study in the humanities.

Students will:

1. Contextualize the events, customs, and symbols of people throughout time within their respective culture
2. Analyze diverse perspectives of aesthetics, ethics, and/or morality
3. Articulate interpretation(s) of cultural and intellectual expressions through historical, cultural, and/or aesthetic

investigations.

Courses

- **Art History (ARTH):** A105, A106, A202, A206, A312, A331, A335, A340, A341, A343, A397, A398, A401
- **Communication (COMM):** A351, A352, A354, A355, A358, A361, A362, A450, A451, A455, A460, A462
- **English (ENGL):** A280, A284, A285, A286, A288, A289, A290, A291, A292, A293, A294, A301, A385, A386, A389, A390, A391, A393, A394, A395, A396, A401, A405, A407, A412, A415, A417, A419, A423, A424, A425, A426, A427, A428, A429, A430, A431, A449, A474, A480, A485, A486, A491, A494, A499
- **History (HIST):** All History courses.
  - Note: If HIST A101 or HIST A102 is used towards the History of Civilization requirement, the same course cannot count for the Humanities requirement. Also, if HIST A201 or HIST A202 is used towards the American Political Institutions requirement, the same course cannot count for the Humanities requirement.
- **Honors (HONS):** A101
- **Humanities (HSSI):** A107, A110, A150, A201, A202, A211, A301, A310
- **Music (MUSC):** A173, A174, A175, A176, A177, A371, A372, A373, A374, A393
- **Philosophy (PHIL):** A102, A110, A111, A211, A302, A303, A304, A312, A350, A390, A399
- **Religion (RELG):** A101, A103, A301, A302, A390, A399
- **Spanish (SPAN):** A303, A307, A319, A320, A321, A340, A380, A388, A397, A399, A426, A488, A498
- **Theatre (THEA):** A161, A361, A362, A363, A364

Mathematics, Statistics, and Logic

Learning Outcomes

Students will exhibit computational competence and employ mathematical and logical thinking to solve abstract and applied problems relevant to a dynamic global environment.

Students will:

1. Interpret and draw inferences from mathematical or symbolic models.
2. Represent information symbolically, visually, numerically, and/or verbally.
3. Use mathematical, logical, and/or statistical methods to solve abstract and real-world problems.
4. Evaluate problem solutions by checking for reasonableness, identifying alternative methods, and selecting optimal results.

Courses

- **Mathematics (MATH):** A108, A111, A112, A122, A141, A142, A174, A241, A242, A399, A420, A492, A503, A518, A519, A531, A544, A546, A550, A552, A554, A590
- **Philosophy (PHIL):** A110
- **Psychology (PSYC):** A325
- **Statistics (STAT):** A201

Natural Sciences

Learning Outcomes

Successful students will demonstrate the ability to apply principles of science to show their understanding of the biological and physical world.

Students will:

1. Explain or summarize scientific laws, theories and/or phenomena.
2. Apply aspects of the scientific method (e.g., hypothesize, collect, interpret, and analyze data) via laboratory and/or field exercises.
3. Communicate, in oral and/or written form, the results and implications of scientific inquiry.

Courses

- **Astronomy (ASTR):** A111, A310
- **Biology (BIOL):** A103, A104, A105, A106, A121, A122
- **Chemistry (CHEM):** A101, A105, A111, A112
- **Geology (GEOL):** A101, A103
- **Physics (PHYS):** A101, A201, A202, A211, A212

Non-Western

A non-Western world studies course is any course which focuses substantially on the culture of a region of the world other than Europe or those areas in which the dominant culture is European, (*e.g.,* the United States, Australia, New Zealand). Study of the cultures of the indigenous peoples of these countries (*e.g.,* Maori, Apache, Iroquois, Aborigines) may be acceptable, but this would not include the study of "assimilated" ethnic groups (*e.g.,* African-American, Japanese-Americans). Courses focusing on US/European involvement in other regions of the world (*e.g.,* the Vietnam War, the British colonization of Africa) will not satisfy the non-Western world studies requirement.

Learning Outcomes

Students will acquire knowledge about non-Western cultures, practice discipline-specific methods, and develop appreciation for non-Western cultures.

Students will:

1. Describe significant aspects of non-Western cultures
2. Employ discipline-appropriate methods for the study of non-Western cultures.
3. Evaluate perspectives related to non-Western cultures.

Courses

- **Anthropology (ANTH):** A102, A315, A352, A375, A490
- **Art History (ARTH):** A397
- **Communication (COMM):** A450
- **English (ENGL):** A291, A386, A396, A435, A491, A493, A497
- **Geography (GEOG):** A102, A198
- **History (HIST):** A330, A345, A346, A347, A361, A362, A365, A366, A423, A447, A448, A492
- **Music (MUSC):** A175, A176
- **Political Science (POLI):** A122, A123, A317, A344, A487, A492
- **Religion (RELG):** A103
- **Sociology (SOCY):** A310, A375
- **Spanish (SPAN):** A303, A320, A321, A380, A388, A397, A426, A488

Oral and Written Communication

Learning Outcomes

Drawing upon a foundation of critical thinking skills, students will listen with understanding and communicate effectively in speech and in writing.

Oral Communication

Students will:

1. Plan, prepare, and present effective oral communication.
2. Effectively use verbal and nonverbal communication appropriate to context.
3. Describe the ethical implications of communication choices.
4. Recognize barriers to effective oral communication.

Written Communication

Students will:

1. Convey a clear purpose (i.e., thesis or announced intent) that demonstrates awareness of audience (i.e., reader).
2. Apply critical thinking to logically support claims with credible evidence.
3. Organize ideas effectively in the appropriate support of purpose.
4. Integrate and synthesize appropriate sources with discipline-designated attribution.
5. Demonstrate appropriate stylistic, grammatical, and mechanical choices in written work.

Courses

- **Communication (COMM):** A201, A241

Social and Behavioral Sciences

Learning Outcomes

Students will describe and understand basic principles of human behavior and evaluate how their application can explain everyday occurrences:

Students will:

1. Apply principal terms and concepts of the social and behavioral sciences.
2. Describe major theories and perspectives in the social and behavioral sciences.
3. Explain common research methods of the social and behavioral sciences.
4. Describe the interplay between environments and behavior.

Courses

- **Anthropology (ANTH):** A101, A102, A325, A352, A361, A375, A399, A410, A460, A490, A498
- **Economics (ECON):** A221, A222, A311, A503, A506, A526
- **Geography (GEOG):** A101, A102, A103, A198, A199, A398, A399
- **Political Science (POLI):** A121, A122, A123, A201, A301, A302, A303, A315, A316, A317, A320, A340, A344, A368, A370, A373, A374, A399A, A399B, A420, A423, A440, A458, A461, A463, A467, A471, A472, A481, A487 A492, A493, A494
- **Public Health (PUBH):** A201
- **Psychology (PSYC):** A101
- **Sociology (SOCY):** A101, A240, A248, A301, A305, A310, A341, A350, A351, A353, A354, A355, A356, A358, A359, A360, A370, A390, A399, A400, A404, A405, A420, A430, A468, A490, A496, A497, A498, A510, A523, A525, A528, A535, A540, A598

Reinforcing College Education on America's Constitutional Heritage Act (REACH Act)

Act 26, 124th Session of the South Carolina General Assembly, 2021-2022:

https://www.scstatehouse.gov/sess124_2021-2022/bills/38.htm

From the South Carolina Commission on Higher Education (CHE) REACH Act Compliance Policy:

https://che.sc.gov/sites/che/files/Documents/Meetings/2022/ACAP/REACH%20Act%20Policy%2009232022.pdf

"All institutions are required to comply with the tenets of the REACH Act. Compliance is defined as the inclusion of the founding documents (the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, five (5) Federalist Papers, and one or more documents foundational to the African American Struggle) to be read in their entirety by students during the REACH Act course. Appropriate courses are those which provide a comprehensive overview of the major events and turning points of American history and government. Every effort must be made to document compliance with the REACH Act for every course section intended to satisfy the REACH Act prior to the completion of the semester in which the course is offered. If a course is found to be out of compliance during the semester in which it is offered, the institution must implement and document a corrective action to ensure compliance prior to the conclusion of the semester.

Any institution which fails to comply with these requirements will be listed as non-compliant in the annual REACH Act report submitted to the General Assembly. In keeping with the statute, institutions will not be allowed to certify satisfaction of the REACH Act requirements for any student until they complete a compliant REACH Act course. If a student is allowed to complete a non-compliant REACH Act course, the institution must provide remediation for the deficit at no cost to the student in order for the student to satisfy this requirement. Additionally, institutions will not be allowed to award a baccalaureate degree to any student not meeting these requirements. Institutions are responsible for ensuring and tracking the successful completion of these requirements for each student that started post-secondary education on or after July 1, 2021."

Learning Outcomes

Students will understand the workings of the American political process and recognize their role in American society.

Students will:

1. Demonstrate that they read each of the REACH Act required documents (nine or more) by recalling significant details from each document.
2. Explain the structure and historical development of political institutions in American society.
3. Apply knowledge of the basic narratives of American history and politics.

Courses

These courses, as designed and taught at USCA, satisfy the South Carolina REACH Act of 2021:

- **HIST A201** History of the United States to 1865
- **HIST A202** History of the United States from 1865 to the Present
- **POLI A201** American National Government

Writing Intensive Courses

After successful completion of ENGL A101 and A102, students will

complete three courses officially designated as writing intensive (WI). Students must take a minimum of one WI course within their major. Transfer students should be aware that courses from outside of USCA cannot be used to fulfill the WI requirement. The WI requirement is calculated as follows:

Credits earned	No. of WI courses req.	WI credit given
<30	**3 WI courses (1 in major)**	**0**
30-59	**3 WI courses 1 in major**	**0**
60-89	**2 WI courses (1 in major)**	**1**
>89	**1 WI course in major**	**2**

All WI courses must require the equivalent of at least 15-20 pages of word-processed written work as part of the overall grade. Each WI class should include explicit instruction in writing as it relates to a given discipline. Students must have the opportunity to benefit from the instructor's comments as they revise and edit their written work. Students should be able to demonstrate the following skills:

1. Convey a clear purpose (i.e., thesis or announced intent) that demonstrates awareness of audience (i.e., reader);
2. Apply critical thinking to logically support claims with credible evidence;
3. Organize ideas effectively in the appropriate support of purpose;
4. Integrate and synthesize appropriate sources with discipline-designated attribution;
5. Demonstrate appropriate stylistic, grammatical, and mechanical choices in written work.

In 100- and 200-level courses, writing might consist of shorter assignments (e.g. 8-10 one- to two-page papers or 4 three- to four-page papers), essay exam responses, and/or writing-to-learn assignments (e.g. journal assignments, brief responses to readings, short research assignments, response to peer writing, or lab reports.) In 300- and 400-level courses, longer papers might be more appropriate (e.g. 2 ten-page papers, or 1 ten- and 2 five-page papers).

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

Note: Individual major degree programs may require specific courses within each category and may add requirements.

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

Artificial Intelligence (AI) used for the entire creation and revision of papers shall not be tolerated.

Academic Curricular Enrichment (ACE) Program

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

Requirement: Effective Fall 2024, USC Aiken undergraduate students will earn a total of 10 ACE credits prior to their degree completion. Students will not be approved to receive their degree until they have met the ACE requirement.

Specific provisions of the program are as follows:

- The number of ACE credits to be earned prior to graduation is based on the number of college credits earned upon matriculation. Required ACE credit will be calculated as follows:

Credits at Matriculation	ACE Credits Required
<12	**10**
12 – 23	**9**
24 – 35	**8**
36 – 47	**7**
48 – 59	**6**
60 – 71	**5**
72 – 89	**4**
>89	**3**

- Students admitted to and enrolled in degree programs that are delivered entirely online will be given online options to earn ACE credits.
- Freshman Convocation will constitute the first ACE event for entering freshmen and is worth 2 ACE credits.
- Participation in ACE events will be recorded and monitored for each student.
- The calendar of ACE events will be available online.
- Students participating in university Study Abroad programs will earn up to 2 ACE credits in coordination with the Assistant Vice Chancellor for Academic Affairs.
- On occasion, a student may be granted special permission to receive ACE credit for attendance at an event that aligns with the aims and goals of the ICE program. Any such exceptions must be approved in advance by the Assistant Vice Chancellor for Academic Affairs.
- Students may not miss regularly scheduled classes to participate in an ACE event.
- Expectations for student behavior are the same at ACE events as in the classroom.
- It is the responsibility of students to verify that they receive credit for the ACE events that they attend. Students must report a perceived discrepancy in the crediting of attendance at an ACE event to the Associate Vice Chancellor of Academic Affairs no later than thirty (30) calendar days following the event. Students will not earn credit for perceived discrepancies reported after thirty (30) calendar days.

Program Requirements

Majors

Each baccalaureate degree program includes courses to enable specialization in a particular area of interest. The competencies to be gained in the course of study in the major are specified in the description of each major.

Cognates

A cognate is an additional concentration of study intended to support course work in the student's chosen major. Cognates differ from minors (see below) as cognate courses may be distributed over more than one subject area and more than one department. Cognate courses should be junior-senior level courses and must be approved by the student's major department. Cognates or minors are required for most degrees. The specific cognate requirements for each degree program are outlined in the *Bulletin*. Cognate

credits cannot also count toward major or general education credit requirements.

Minors

A minor prepares the student in a second field which may or may not be directly related to the major field. Requirements are established by the department/school which offers the minor program. See department listings for specific minor requirements. Courses taken toward the minor cannot also be counted toward general education requirements. All courses must be passed with a grade of "C" or higher. Students should notify their advisor and the department chair/dean of the minor which is selected. Declaration of a minor may be made on the request a minor form on the Office of the Registrar website.

Electives

The number of elective credits varies according to the major the student selects. See the descriptions of specific degree programs within the Academic Programs section of this bulletin. Elective credits for participation in University performing ensembles may be counted up to a maximum of four credits.

Certificates

Certificates can be offered to degree- and non-degree- seeking students. For degree-seeking students, Academic Undergraduate Certificate Programs are designated sets of courses designed to supplement BA or BS programs of study. To declare a certificate, degree-seeking students must be in good academic standing. Certificates will be comprised of 100-500 level courses with at least one upper-level course (≥300 level courses), requiring students to achieve a minimum grade of C in all classes to obtain the certificate. Certificates are earned simultaneously with the bachelor's degree and conferred upon meeting both certificate requirements and bachelor's degree program requirements. Courses completed for a certificate may simultaneously fulfill general education requirements as well as minor and cognate requirements, but only 50% of a certificate's requirements can also be used to meet BA or BS core program requirements. Students can apply for and earn multiple academic certificates, up to 50% of the courses to be applied towards another certificate program concurrently. Certificate course completion is verified by department chairs and deans before certificates are issued. Additionally, 50% of required certificate courses must be completed at USCA.

Policies and Procedures

To be officially enrolled in the University, students must be: admitted, academically eligible, enrolled in at least one course, and in possession of a receipt for payment of current academic fees. USC Aiken offers Self-Service Carolina (SSC) as a means of registration. A student may also use SSC to access grades, view current class schedule, review fees, process tuition bills, check for time tickets during priority registration as well as other services during each academic year.

Registration

Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the university calendar. Not paying tuition in the hope of having all courses and financial obligations to the University is strongly discouraged. Students are responsible for knowing payment and refund information and for taking action themselves to drop a class or completely withdraw from the semester according to the published dates in the academic calendar and refund schedule.

Auditing

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

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

Pass/Fail Option

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

Schedule Adjustments

Students may make adjustments to their schedules during the drop/add period listed on the schedule of class offerings for that semester. Schedule adjustments after the end of the drop/add period can occur through the Late Registration Request form through the Office of the Registrar. Students may also make schedule adjustments via Self Service Carolina (SSC) once advisor approval has been given. **Failure to drop a course by the published deadline and through proper channels may result in the assignment of a grade of "F" or "FN" as well as obligation to all or a portion of the tuition.**

Dropping a Course

A student who is considering dropping a class should first consult with his/her academic advisor. Students who drop a class or classes during the first week of a semester, the Schedule Adjustment Period, will have no record of the dropped courses on their permanent transcript. Courses dropped will not enter into the computation of hours attempted or the grade point average. Courses dropped after the Schedule Adjustment Period but prior to the last day to withdraw without academic penalty (as published in the University's academic calendar) will receive a grade of **"W"** which will be recorded on the student's permanent record but will not be used in computing his/her grade point average. The last date to receive a "W" for Fall semesters is October 31st, while March 31st is the last date to receive a "W" for Spring semesters.

A grade of **"WF"** will normally be recorded for any course dropped after October 31st in Fall or March 31st in Spring.

Courses that meet in special parts of term and in Maymester or summer have a more compressed time frame and therefore different dates all registration transactions.

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

Independent Studies

Advanced students may be afforded the opportunity to conduct an independent study of a topic not covered in other courses under the guidance and supervision of a professor. Under normal

circumstances a student may not take a regularly scheduled course on an independent study basis. All independent study courses must involve work which is clearly of an academic nature. The student must complete a significant body of work which is evaluated and graded.

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

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

Repetition of Course Work

Students may repeat any course. All registrations will appear on the student's permanent record and all grades will be computed in the student's grade point average. Course credit for graduation will be given only once unless otherwise stipulated in the course description.

Semester Course Load and Course Overload

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

A student who wishes to take 19 or more hours must have earned a GPA of at least 3.0 for the preceding semester's work (on a minimum of 12 semester hours) and must have the approval of the advisor and the department chair/dean. Permission is required for an overload even if part of the course load is on an audit basis. An advisor can provide overload permission via an email to overload@usca.edu, listing the name and USC ID of the student along with the total number of hours he/she may take. Students must pay an additional fee for 17 or more credit hours.

Concurrent and Transient Enrollment

Concurrent enrollment means attending USC Aiken **and** another USC campus or another college at the same time. Transient enrollment means **leaving** USC Aiken for a semester or more to attend another USC campus or another college in-state or out-of state.

Permission for either concurrent or transient enrollment is obtained on a Request to Earn Credit Through Special Enrollment form available from the Office of the Registrar. Courses must be approved by the appropriate department chair/dean and the form must be signed by the student's advisor and department chair/dean before it is submitted to the Office of the Registrar for processing. The Office of the Registrar will also confirm the USC Aiken equivalent of each course taken in this manner based on transfer articulation tables maintained by the Office of the Registrar or as determined by the unit head of the academic area in which the course is housed. Students who wish to enroll in concurrent or transient work at another USC campus can usually register for those classes through Self-Service Aiken.

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

a) Students are not permitted to take the last 25% of credit hours for their degree through concurrent or transient enrollment. Students who believe they have grounds for an exception should submit an Academic Petition and should allow approximately four weeks for a decision. See Academic Affairs and Regulations for more information regarding the In-Residence Requirement.

b) Courses taken outside the USC system must be passed with a letter grade of "C" or better in order for USCA to award credit.

c) Courses taken outside the USC system transfer back to USC Aiken as "hours earned" only; therefore, they are not calculated into the System GPA and have no bearing on suspension or probation.

USC Aiken students who obtain credits as **transient/concurrent students** must have all official transcripts sent directly to the Office of Admissions at USC Aiken from each institution the student attends. This includes institutions the student attends during summers or while in transient or concurrent enrollment status, whether or not the student earns satisfactory grades or the credits apply to the degree sought.

Transient/Concurrent Study at USC Aiken

Students from another USC campus must obtain permission from their advisor or college dean/school head to take courses at USC Aiken by completing a Request to Earn Credit Through Special Enrollment form. Many times, students may register on their home campus for USC Aiken courses. Once the work is completed, the grades automatically transfer and are calculated into the student's Institutional GPA.

Students from outside the USC system must be admitted to USC Aiken 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. If a USC Aiken class has a pre-requisite, the student must furnish transcripts that can support their eligibility in the class. Once their work is completed, students from outside the USC system must request that an official transcript be sent to their home college.

Academic Advisement

Students are responsible for completing all requirements for their degree. Academic advisors (both Professional Advisors and Faculty Advisors) and the department faculty in the major are responsible for evaluating progress toward the degree and for interpreting and applying major requirements. Undecided/undeclared students are assigned a professional advisor prior to the start of the semester.

Transient and non-degree students will not be assigned advisors but may consult with advisors in the Office of Academic Advising about courses. To register, non-degree students must contact Advising@usca.edu.

Declare or Change Major

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

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

Students who wish to change their major, advisor, or degree must complete the Declare or Change a Major or Concentration form located at https://www.usca.edu/registrar/forms/declare-or-change-a-major-or-concentration-form. Credits earned in one degree program are not necessarily applicable toward other degrees.

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

Technological Literacy

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

Artificial Intelligence (AI)

The University of South Carolina Aiken is committed to preparing students for their future roles as citizens, scholars, and professionals while recognizing the potentially positive impact artificial intelligence tools have on fostering academic, professional, and creative pursuits. As AI becomes increasingly embedded across industries and career fields, students are encouraged to develop skills that foster responsible and ethical use of AI tools when appropriate. Responsible use of AI includes adhering to principles of academic integrity, properly acknowledging the use of AI when required, and ensuring that submitted work reflects the student's own understanding and contributions. Students should also be mindful of data privacy and security and should not share sensitive, personal, or confidential information when using AI tools. Because learning goals and assignments vary across disciplines and classes, course faculty determines whether AI is permitted and under what conditions. Students should follow faculty guidelines and seek clarification from course faculty if needed. For Writing Intensive (WI) courses, guidelines may differ than other classes. Students remain responsible for adhering to the University of South Carolina Aiken's Code of Conduct and expectations related to academic integrity.

Senior Citizens

South Carolina state law (59-111-320) authorizes USC Aiken to permit legal residents of South Carolina at least sixty years of age to attend classes without the payment of tuition, on a space available basis, provided that such persons meet admission and other standards deemed appropriate by the University. To enroll in a course, senior citizens must first complete all the necessary paperwork required by the Office of Admissions and then submit the Senior Citizen Tuition Waiver Form to the Office of the Registrar. Because the law stipulates this be done **on a space-available basis**, senior citizens will not be registered until after the general student population has completed registration. The Office of the Registrar staff will do this on the first day of class. Changes in enrollment status (i.e. changing from credit to audit or audit to credit) must be completed by the last day to change a course schedule or drop without a grade of "W" being recorded, as published in the session and refund table located on the USC Aiken website at https://www.usca.edu/registrar/calendars/academic-calendars.

Grading System

Grade	Explanation	Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
C+	Above Average	2.5
C	Average	2.0
D+	Below Average	1.5
D	Poor	1.0
F	Failure	0.0
FN	Failure due to attendance/never attended	0.0

No minuses are used in the University's grading system.

FN (Failure-Non-Attendance) grades are assigned to students who never attended or have stopped attending class but have not officially dropped or withdrawn. Faculty are required to provide a last date of attendance when assigning this grade. The grade and the last date of attendance are used in determining the recalculation of awarded funds for financial aid recipients. Reporting the last date of attendance is critical to avoid potential financial liability for the institutions.

S and **U** indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried under **P**ass/**F**ail or non-credit options. The **S/U** designation is used also for research courses, workshops, and seminars in which regular academic grades are not awarded. The use of the **P**ass/**F**ail grading option in such courses is indicated in their Bulletin descriptions. Credit hours will be awarded for courses in which an **"S"** is earned, but the grade will not be calculated into the GPA. Use of the **P**ass/**F**ail grading option in such courses is indicated in their Bulletin descriptions. Credit hours will be awarded for courses in which an **"S"** is earned, but the grade will not be calculated into the GPA.

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

WF will normally be recorded for any course dropped after the last day to receive a "WF" which is treated as an **"F"** in the evaluation of suspension conditions and is computed as an **"F"** into the student's GPA.

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

An incomplete grade contract must be signed by the student, the instructor, and the dean/department chair and be on file in the Registrar's Office at the time the **"I"** grade is recorded. Incompletes are not computed in the GPA until the final grade is assigned. If an incomplete has not been made up by the end of the 12 month period, the **"I"** grade will become an **"F"** on the permanent record. In situations where the student has missed a majority of the semester for documented reasons, it is more appropriate for the student to seek withdrawal due to extenuating circumstances from the Executive Vice Chancellor for Academic Affairs and Provost.

AUD indicates a course was carried on an audit basis.

NR (No Report) is assigned by the Office of the Registrar only in situations when the submission of the normal Incomplete Contract and assignment of an **"I"** is not possible by the grade deadline. It is a temporary mark on the transcript and must be replaced by a grade. The instructor should notify the Registrar that a student has a problem that will prevent completion of an Incomplete Contract. The Office of the Registrar will then notify the student that the **"NR"** grade will be assigned and remind the student to contact the instructor to make arrangements to fill out an Incomplete Contract or complete the work, normally within four weeks after the date of the letter. If replacement of the **"NR"** does not occur before the last week of the spring or fall semester immediately following the term for which an **"NR"** was recorded, a grade of **"F"** will be automatically assigned. The **"NR"** does not affect the grade point

average.

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

Pass/Fail Grading

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

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

Grade Point Average

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

The GPA is calculated as follows:

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

A	=	4.0 quality points
B+	=	3.5 quality points
B	=	3.0 quality points
C+	=	2.5 quality points
C	=	2.0 quality points
D+	=	1.5 quality points
D	=	1.0 quality points
F	=	0.0 quality points
FN	=	0.0 quality points

Multiply the credit hours carried for each course by the quality points for each course grade.

- Total the quality points.

> Divide the total number of quality points by the total number of grade hours.

Grade Reports

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

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

Grade Forgiveness

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

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

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

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

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

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

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

Course Information

Course Credit

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

Course Numbering

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

Course Descriptions

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

Example:

ENGL A345 Business Writing. [=BADM A345] (3)

(Prereq: Grade of C or better in ENGL A101 and A102)

The elements of the course descriptions are as follows:

1. **Academic discipline**. Course descriptions are arranged alphabetically by discipline. The four-letter abbreviation is the acronym used for course registration and all academic records.

   Example: ENGL

2. **Course number and title** appear in bold type.

   Example: **A345 Business Writing**

3. **Cross-listing**. In the case of courses which are offered in an identical form by two or more departments/schools or disciplines, all listings by which they may be identified appear in parentheses between the course title and indication of credit hours. An equal to sign [=] indicates such equivalencies.

   Example: **[=BADM A345]**

4. **Credit hours**. The number in parentheses indicates the semester credit hours awarded for successful completion of the course. In the case of course sequences where two or more related courses are included in the same entry, a statement such as “3 each” indicates that all courses in the sequence carry the same credit. If the courses do not all carry the same credit, the credit hours awarded for each course are individually itemized. Variable credit, indicated by an entry such as “3-6”, is employed in the case of courses whose content and credit are to be individually determined.

   Example: **(3)**

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

   Example: (Prereq: Grades of C or better in ENGL A101 and A102)

Mode of Instruction

The University of South Carolina Aiken reserves the right to change, adjust, and/or cancel any campus operation, including but not limited to, mode of instruction, delivery of services, or use of campus facilities, whenever the campus administration determines in its sole discretion that circumstances warrant the operational change.

Computer and Communication Requirements

- Each student must have regular access to a computer with a video camera and microphone in the event that the course mode of instruction must be changed due to faculty illness or university policy.
- All students must be able to access and use the Learning Management System (e.g. Blackboard).
- Each student must have internet access to receive notifications about the class and to complete assignments, if required by the instructor.
- Students must check their university email and Blackboard announcements each day.

Exceptions and Substitutions

Right Of Petition

Undergraduate students who wish to request an exception to the academic regulations regarding admissions or academic progression at the University should apply to the USC Aiken Scholastic Standing and Petitions Committee.

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

Once a Change of School Form has been completed, students enrolled in USC Aiken off-campus programs, shall be entitled to relief from any academic complaint or grievance through the student grievance procedure established in the applicable USC Regional Campus Student Handbook. After a judgment has been rendered on that campus, an appeal to the Executive Vice Chancellor for Academic Affairs and Provost at USC Aiken and a subsequent appeal to the USC Aiken Chancellor may be made.

Course Substitutions

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

Requests to deviate from the general education requirements

after enrollment at USC Aiken must be presented on an Academic Petitions Form, available from the Registrar's Office. The student must obtain the signature of the advisor and the dean/department chair before returning the Petition to the Registrar. The Registrar will submit the request to the Scholastic Standing and Petitions Committee for approval/disapproval. If the petition is approved, it will become part of the student's permanent record. If the petition is denied, the student will have the right to make a personal appeal to the Scholastic Standings and Petitions Committee at its next meeting. Should a student's personal appeal be denied by the Committee, the student may then appeal to the Executive Vice Chancellor for Academic Affairs and Provost, and, if necessary, to the Chancellor, whose decision shall be final. Students should allow a minimum of one month for such requests to be reviewed.

Requests to deviate from the major requirements of a program of study must be approved by the school/department. The student should submit a memo describing the requested change and the rationale for the substitution. The memo must be signed by the advisor and department chair/dean, then sent to the Office of the Registrar by the advisor, department chair, or dean.

Course Substitutions for Students with Disabilities

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

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

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

Class Attendance

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

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

Each policy, whether departmental or individual, will clearly explain the rules and limits regarding class attendance and absences that students may accumulate without penalty. If a policy limits the number of absences allowed, it should also list reasons for absences (e.g., documented incapacitating illness, official representation of the University, death of a close relative, religious holidays, jury duty). Excused absences do not absolve a student of responsibility for the completion of all assigned work in the class. A student should inform the instructor of any anticipated absences. It is the responsibility of the student to complete any work missed during an absence.

Students of official USC Aiken organizations are excused from classes when traveling for and participating in university-sanctioned events (e.g., athletic event, band competition, student government). These absences shall not count against their attendance record. Students are responsible for all coursework missed as a result of the university activity and will be given the opportunity to complete those assignments in a timely manner and without penalty. All student members of university organizations should inform their instructors as soon as they are aware of the anticipated missed class time. Student-athletes should give their team schedules to their instructors the first week of the semester and the dates for rescheduled events as soon as they are known. Some exceptions to this policy may exist; examples include programs for which accreditation requirements do not allow absences, professional programs for which absences of any kind are not allowed, capstone courses with dedicated days for research presentations, and skills-based classes. Other absences are not excused unless allowed by the instructor of the class.

In the event of an impasse between the student and instructor on whether an absence will be excused or on any other issue related to attendance, the student may appeal the instructor's decision to the chair of the department or dean of the school in which the course is taught. Student-athletes should consult the Faculty Athletics Representative (FAR) as part of this process. If the conflict still cannot be resolved, the student or the instructor may appeal the decision through the established University appeals procedure.

Faculty Attendance

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

Student Deportment

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

Faculty should refer to the *USC Aiken Faculty Manual,* 4.1-4 for further information regarding the University's class attendance policy.

Enrollment Discrepancies

At various times during the semester, faculty report absences and students who have failed to show up for class. When students are notified of this issues, it is up to them to take action and withdraw from the University. There are no administrative drops or withdrawals.

Cancelled Classes

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

this instance unless they want to add a substitute class.

Withdrawal From The University

A student desiring to withdraw from the University for a semester should consult his/her academic advisor and then drop his/her classes from Self-Service Carolina. Any refund the student may be due will be mailed to him/her by the Business Services Office. If a student withdraws during the Schedule Adjustment Period, there will be no record of enrollment for that semester on his/her permanent record. The next period in which a "W" is assigned starts the second week of class and lasts until October 31st for Fall and March 31st for Spring. A grade of **"WF"** will normally be recorded for any course dropped after the October 31st or March 31st of the respective term (pro-rated for shortened and elongated parts of terms and Maymester/summer).

Withdrawal Due to Extenuating Circumstances

If a student needs to withdraw after the last day to receive a "W" for the term because of personal hardship that has prevented academic success, the student should complete the form for Withdrawal Due to Extenuating Circumstances. Examples of circumstances may include, but are not limited to, prolonged illness, debilitating accident, mental health conditions, or changes in family situation causing significant distress or disruption. A "W" does not affect the student's grade point average. This form may be requested on the Office of the Registrar's webpage under Forms. A student seeking withdrawal due to extenuating circumstances must withdraw from all courses for that term. The student should present a written narrative description of the extenuating circumstances along with supporting documents and forms to the Office of the Registrar.

The Registrar will submit the request to the Scholastic Standing and Petitions Committee for approval/disapproval. If the petition is approved, it will become part of the student's permanent record. If the petition is denied, the student will have the right to make a personal appeal to the Scholastic Standings and Petitions Committee at its next meeting. Should a student's personal appeal be denied by the Committee, the student may then appeal to the Executive Vice Chancellor for Academic Affairs and Provost.

Students have one year following the term for which they are seeking withdrawal for extenuating circumstances to complete the entire process including the paperwork. For example, a student who became ill during the spring semester would have until the end of the following spring semester both to request a withdrawal and process the paperwork. The Withdrawal Due to Extenuating Circumstances policy is not a substitute for failing to drop a class during the current semester. It is designed to accommodate extenuating circumstances that cause significant distress or disruption in a student's life in a previous semester. It is important for students to follow the procedure to withdraw in their current semester by logging into Self-Service Aiken and dropping the course(s) even if they are taking only one course during that semester. Failure to complete the withdrawal process in a timely manner may result in the loss of a possible refund and/or the assignment of failing grades in all courses for that semester according to university policy.

Final Examinations

Regular final examinations for spring and fall semesters are held over a five-day period at the close of each semester. Summer term examinations are held during a two-day period at the close of each session. Maymester final exams are held for only one day. Examination schedules are published on the University's web site. Final examinations for laboratory sections may be administered during the last scheduled meeting of the lab. No final examination for any other course may be held outside of the officially scheduled examination time without the special permission of the Executive Vice Chancellor for Academic Affairs and Provost.

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

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

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

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

Senior Privilege

A special provision to earn up to 6 graduate credit hours is available for USCA undergraduate seniors in their final semester of coursework (or immediately prior to a senior internship semester) who need less than a normal course load to complete baccalaureate requirements. Not all programs participate in senior privilege. Students must be enrolled in at least one (1) undergraduate course. Overload enrollment that includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements. Courses under senior privilege are added to the undergraduate transcript, but grades earned in senior privilege classes do not affect undergraduate GPA. The credit is added to the undergraduate record. For senior privilege consideration, undergraduate seniors with a 3.00 GPA should contact the Registrar's Office with an endorsement by the student's advisor, the graduate director or the chair of the department offering the course, and the academic dean for that department. This action should be taken before registration.

Summer Term

The summer term consists of a variety of sessions covering both Maymester and the traditional Summer I and Summer II formats as well as classes that are scheduled the entire summer. Any student regularly enrolled in the University may take work applicable to his or her degree program during the summer session. All regulations governing the regular academic year pertain to the summer session as well, including course add/drop procedures. Failure to pay the bill will not absolve the student of summer payment obligations. See https://www.usca.edu/registrar/calendars/academic-calendars.

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

Maymester

Maymester is a compressed term between the close of the spring semester and the beginning of the first summer term. Although Maymester offers students a versatile schedule, complications can arise, especially for financial aid recipients. Typically, a student must drop a Maymester course on the first day of class in order to avoid any financial responsibilities. Failure to pay the bill will not absolve the student of Maymester obligations.

Summer Session Course Loads

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

Transfer Credit

Transfer students are given credit for their previous college work after careful evaluation by a team of evaluators. The student is notified via email that the evaluation has been completed and that the student may review the resulting evaluation by using Degree Works which is available in Self Service Carolina. Each transfer course will show the equivalency to an appropriate USC Aiken offering.

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

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

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

A maximum of **30** semester hours earned in educational experiences in the military, off-campus extension classes or while classified as a 'special student' may be accepted as partial fulfillment of the requirements for an undergraduate degree.

State Policies and Procedures

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

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

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

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

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

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

Statewide Articulation of 86 Courses

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

Admissions Criteria, Course Grades, GPAs, Validations

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

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

B. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic coursework taken elsewhere, for academic coursework taken elsewhere, for coursework repeated due to failure, for coursework taken at another institution while the student is academically suspended the student is academically suspended at his/her home institution, and so forth.

C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.

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

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

F. Lists of all articulation agreements with any public South

Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.

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

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

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

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

A. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale will apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

B. Any multi-campus institution or system will certify by letter to the Commission that all coursework at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

4. Any coursework (individual courses, transfer blocks, statewide agreements) covered within these procedures will be transferable to any public institution without any additional fee and without any further encumbrance such as a "validation examination," "placement examination/instrument," "verification instrument," or any other stricture, not withstanding any institutional or system policy, procedure, or regulation to the contrary.

Transfer Blocks, Statewide Agreements, Completion of the AA/AS Degree

5. The following Transfer Blocks/Statewide Agreements taken at any two-year public institution in South Carolina will be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:

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

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

Engineering: Established curriculum block of 33 semester hours

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

Teacher Education: Established curriculum block of 38-39 semester hours for Early Childhood, Elementary, and Special Education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult transfer blocks, as relevant, to assure transferability of coursework.

Nursing: By statewide agreement, at least 60 semester hours will be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed Registered Nurse.

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

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

Related Reports and Statewide Documents

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

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

Assurance of Quality

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

Statewide Publication and Distribution of Information on Transfer

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

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

A. A copy of this entire document.

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

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

A. A copy of this entire document.

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

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

A. Publish these procedures in their entirety (except Appendices)

B. Designate a chief Transfer Officer at the institution who will:

- provide information and other appropriate support for students considering transfer and recent transfers
- serve as a clearinghouse for information on issues of transfer in the State of South Carolina

C. See the USC Aiken Home Page (usca.edu) on the Internet to view the Transfer Guide published by this institution.

D. See www.SCTRAC.org for further information regarding transfer policies.

Transfer Credit from the Joint Services Transcript (JST)

Credit from a student's Joint Services Transcript (JST) is evaluated using the American Council on Education (ACE) military credit recommendations, together with academic-department approval for any credit awarded. Only degree-applicable JST credit is awarded; JST credit that does not apply to the student's degree is not awarded, so that the student's Satisfactory Academic Progress (SAP) maximum-timeframe standard (completion of the degree within 150% of the published program length) is not adversely affected.

Challenge Exams

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

Challenge exams are not permitted under the following circumstances:

*if the student is currently enrolled in the course;

*if the student was previously officially enrolled in the course, for credit or audit, at any college or university;

*if the student has previously challenged the course unsuccessfully; or

*if the course is a laboratory or activity course.

Also, if an appropriate faculty member is not available to develop and/or administer the exam, the school dean/department chair may decline or postpone the request. Challenge exams are not typically administered in the summer.

Any student who wishes to receive credit for a course through a challenge exam should take the following steps:

1) Consult the school dean/department chair of the unit that offers the course to be challenged for verification of eligibility and approval to take the Challenge Exam.

2) Obtain a Credit by Examination form from the Registrar's Office.

3) Pay the Business Services Office an examination fee of $25.00 per credit hour and obtain a fee receipt for the amount paid.

4) Have the form signed by the school dean/department chair and the instructor who will administer the exam.

5) Present the form with the attached fee receipt to the Executive Vice Chancellor for Academic Affairs to be signed.

6) Present the fee receipt and the form with all required signatures to the instructor who will administer the exam. Complete the Challenge Exam. A Challenge Exam should be completed by the end of the semester in which the student applied to take such an exam. The instructor will record on the form the letter grade earned on the exam and will forward the form with the attached fee receipt to the Registrar's Office within two weeks of the date when the exam is taken.

Academic Standing and Progression

Good Standing

A cumulative institutional GPA of 2.00 or higher classifies a student as in good academic standing.

Probation and Suspension Designations

The probation and suspension policy described below went into effect in August 2020. It applies to all degree-seeking undergraduate USC Aiken students, regardless of when they first started attending the University. Probation and suspension are based on the cumulative institutional grade point average (IGPA), which is calculated using only hours attempted at USC Aiken and other University of South Carolina system campuses. Eligibility for probation or suspension begins once a student has attempted 12 or more IGPA credit hours.

The following chart shows the various levels of institutional grade point hours attempted and IGPA's for both probation and suspension:

IGPA Hours	Probation	Suspension
12 - 35	below 2.00 IGPA	below 1.50 IGPA
36 - 71	below 2.00 IGPA	below 1.80 IGPA
72 and up	NA	below 2.00 IGPA

The Registrar's Office sends probation and suspension notices to the student's USC Aiken email. These notices include all the information students need concerning the petitioning procedure and their eligibility to continue at the University.

Academic Probation

Probation is a warning to the student that great effort should be taken to improve the cumulative IGPA in the next semester. Students on probation are jeopardizing their chances of graduating in a reasonable time. It is quite likely that students on probation will eventually be placed on academic suspension unless they take their period of probation seriously. Students placed on probation will receive notification to their USC Aiken email by the Registrar's

Office. There is no separation from the University involved with probation, but the following stipulations are imposed upon students on probation:

1. Students on probation are limited to taking a maximum of thirteen (13) credit hours during a regular semester until the GPA rises above the probationary level.

2. Students on probation are required to participate in the Pacer Success Program offered through the Center for Student Achievement.

3. Students on probation should limit participation in co-curricular activities such as sororities, fraternities, intramural sports, student publications, clubs.

- Students with a cumulative GPA less than 2.0 are prohibited from holding office in any student organization,including SGA and Pacer Union Board.
- Students with a cumulative GPA less than 2.0 are prohibited from holding any titled position on Pacer Times or any other University-sanctioned publication.
- Student-athletes on probation are prohibited from participating in NCAA athletics. Exceptions require written permission from the Executive Vice Chancellor for Academic Affairs. Failure to meet the stipulations of probation may affect a student's class schedule and future course enrollment.

Academic Suspension

Suspension means a student may not attend the University during the time of his/her suspension. Students should be aware that once they are placed on suspension from the University, they are no longer making satisfactory academic progress as required for the continued receipt of financial aid. Students petitioning for reinstatement to the University under the procedure listed below must file a separate appeal through the Office of Financial Aid in order to regain financial aid. Students may attend summer school at USC Aiken in the attempt to improve the cumulative Institutional GPA.

Length of Suspension

A student on academic suspension is not immediately eligible to return to USC Aiken, and must serve the duration of the suspension and/or apply for reinstatement to the Scholastic Standing and Petitions Committee (SS&P).

IGPA Hours	Length of Suspension
12 - 35	one major semester (fall/spring)
36 - 71	two major semesters (fall and spring)
72 and up	two major semesters (fall and spring)

Reinstatement (Suspension to Probation)

A student under academic suspension can move from suspension to probation if any one of the conditions below is met:

12 - 35 IGPA Hours:

- if student has attempted only one semester of coursework as a degree-seeking undergraduate at USC Aiken
- **OR** by semester GPA reprieve (2.50 or higher earned in most recent fall or spring semester at USC Aiken)
- **OR** by taking one major semester (fall/spring) off from USC Aiken
- **OR** through successful appeal to SS&P committee

36 - 71 IGPA Hours:

- by semester GPA reprieve (2.50 or higher earned in most recent fall or spring semester at USC Aiken)
- **OR** by taking two major semesters (fall and spring) off from USC Aiken
- **OR** by taking one major semester (fall/spring) off from USC Aiken **AND** through successful appeal to SS&P committee

72 or more IGPA Hours:

- if student is on suspension for the first time at USC Aiken
- **OR** by semester GPA reprieve (2.50 or higher earned in most recent fall or spring semester at USC Aiken)
- **OR** by taking two major semesters (fall and spring) off from USC Aiken **AND** through successful appeal to SS&P committee

Conditions of Appeal

The number of IGPA hours determines whether a student is immediately able to appeal a suspension, or must serve a suspension period away from USC Aiken.

IGPA Hours	Eligibility
12 - 35	may appeal immediately
36 - 71	may appeal after one major semester off
72 and up	may appeal after two major semesters off

Reinstatement Petition Process

1. The student must first complete a reinstatement petition, available online from the Registrar's Office website. The Registrar then prepares the petition and presents it at the next meeting of the Scholastic Standing and Petitions Committee (SS&P).

2. There are set deadlines for the submission of petitions. Reinstatement petitions for Fall semesters are due no later than August 1st. Spring reinstatement petitions are due the first day the University reopens after the New Year holiday. Each academic year the actual deadline dates are established for both the Fall and Spring semesters and are published in the USC Aiken Academic Calendar located on the USC Aiken web page.

3. Students who have completed Priority Registration before the suspension list is compiled will have their registration cancelled unless the reinstatement petition is on file by the appropriate deadline.

4. SS&P may approve a petition and attach restrictive stipulations. A student may be reinstated with the stipulation that he/she take only two courses, for example, or the stipulation may be that the student must obtain a specified GPA within that semester. SS&P may also disapprove a petition. The Registrar notifies students of all action taken. The Advisement Center is also notified, especially when students are reinstated with stipulations. Positive decisions made by SS&P cannot be appealed either to the Committee or the Executive Vice Chancellor for Academic Affairs and Provost.

5. Students whose petitions for reinstatement are disapproved may appear in person before the Committee at its next scheduled meeting.

6. If a reinstatement petition is denied after the personal appeal to the Committee, the student may appeal in writing to the Executive Vice Chancellor and Provost.

Classification Of Students

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

30 hours to be classified as a **sophomore**,

60 hours to be classified as a **junior**,

90 hours to be classified as a **senior**.

Students are classified at the beginning of each semester.

Semester Academic Honors

The President's Honor List recognizes students who, in the previous semester, earned a GPA of 4.0 on a minimum of 12 semester hours. The Dean's Honor List recognizes students who earned a GPA of 3.50 or higher in the previous semester on a minimum of 12 semester hours. No correspondence course or course carried on a Pass/Fail basis will be counted toward the 12 hours required for the President's or Dean's Honor List.

Academic Forgiveness for Former Students

Academic Forgiveness is designed for former USC System students with less than a 2.00 cumulative GPA.

Academic Forgiveness means that students' past failures are forgiven to allow them to resume their college careers with a realistic possibility of completing a degree. In essence, the program will allow the calculation of a grade point average (GPA) based on the student's performance in courses taken after being granted academic forgiveness.

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

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

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

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

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

Graduation

Students wishing to receive a degree from the University must complete the Apply to Graduate section of the Student tab in Self Service Carolina no later that the published deadline for that semester. This application is then forwarded by the Records Office to the advisor and unit head for review and feedback to Records.

Students will then begin receiving information from the Records Office and other offices as the date for Commencement approaches.

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

In-residence Requirement

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

Some programs impose greater student residence and/or major requirements. Regardless of the Bulletin used, students must complete the last 25% of the credit hours for the degree as described above.

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

Total Hours to Graduate	Minimum In-Residence Hours
120 Hours	30 Hours
121-124 Hours	31 Hours
125-128 Hours	32 Hours
129-132 Hours	33 Hours
133-136 Hours	34 Hours

Graduation With Honors

Graduation with honors will be based on a student's total institutional GPA. Honors designations are determined at the time of graduation and may not be applied retroactively.

To graduate with such honors, a student must have earned at least 60 credit hours applicable toward the degree in residence at the University.

The following designations indicate a consistently high level of academic achievement throughout a student's entire academic career:

Summa Cum Laude: A cumulative institutional GPA of 3.95 or higher

Magna Cum Laude: A cumulative institutional GPA of 3.75-3.94

Cum Laude: A cumulative institutional GPA of 3.50-3.74

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

Recognition of Honor Organizations at Commencement

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

Dual Degree (Second Undergraduate Degree Earned at USCA)

A student may earn a second USC Aiken baccalaureate degree provided that the additional requirements for the second degree include a minimum of 24 semester hours beyond those required for the first degree and a minimum of 144 semester hours total. In all cases the student must fulfill the complete degree requirements for both degrees (all general education and major requirements). **The student may apply for two degrees at one time or separately.**

Examples of dual degrees are: a B.A. and a B.S. degree, a B.S.B.A. degree and a B.A. degree, two B.A. degrees, two B.S. degrees, etc.

A *double major* will not necessarily lead to the conferral of a second degree.

Double Major

To graduate with a double major, a student must fulfill all (general education and major) requirements for one degree and all major requirements of a second within the same degree. If one or both of the student's two major programs normally requires a cognate or minor, that requirement is met with the second major. **All requirements for the double major must be completed before graduation.**

Examples of double majors are: B.A. in Communication and Sociology or B.S. in Biology and Chemistry.

The primary major listed on a student's graduation record will be the program for which all requirements (general education and major) are completed.

Indebtedness

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

Support Centers and Departments

The Office of the Executive Vice Chancellor of Academic Affairs and Provost provides supervisory authority to two colleges and three professional schools and the units therein, to the library, to the Ruth Patrick Science Education Center, to the Student Success Center, to the Center for Teaching Excellence, to the Office of Institutional Effectiveness, and to the Division of Enrollment Management..

Academic Advising

The Office of Academic Advising provides holistic academic advising experience by incorporating professional advisors focused on first-year students. The Office is housed in the Gregg-Graniteville Library within the Student Success Center in Suite 112. While the Office's primary mission is to engage first-year students in proactive academic advising, the Office will also provide resources for college, school, and departmental advising activities and coordinate faculty advisor training.

The Office is responsible for the implementation of the P.A.C.E.R.S. goals and objectives for advising:

Prepare - Prepare students and advisors for success through training and technology

Advise - Provide a clear roadmap through each degree program with strategic benchmarks

Connect - Connect students with resources and opportunities to promote academic success and personal growth

Empower - Empower students to take responsibility for their own academic, personal, and professional success

Retain - Establish a culture of student persistence in the first year that promotes retention, progression, and graduation

Support - Help students reach their full potential through mentoring, building relationships, and providing targeted support to achieve their educational and professional goals.

Students at are required to be advised before each registration period. However, students should take the initiative to develop a close working relationship with their Advisor. Students must be proactive regarding their educational plans.

Students, make an appointment with your advisor by calling the advising center at 803-641-6742 or contact your advisor through your Navigate app.

Career Services

Career Services' mission is to promote career development as an integral part of university life and provide students and alumni with guidance, knowledge, experiences, skills, and connections that will lead to successful, lifelong career management.

To take full advantage of the many resources and services available requires some initiatives on the part of the student. In this rapidly changing, competitive global market, the Career Services staff invites students to empower themselves by taking charge of their career futures. The staff is available to assist students through this process.

The following is only a sample of the resources and services available:

Career Coaching Appointments:

- Career planning
- Choosing a major/career
- Career assessment instruments (PathwayU, Stengths/Quest)
- Internships, job shadows, and information interviews
- Job search strategies
- Graduate school
- Resume and cover letter review
- Mock interviews

Career Information Resources:

- "What Can I Do With This Major" website
- Graduate school career information handouts
- Job search strategies (resume, cover letter, networking, etc.)
- LinkedIn

Handshake

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

Programs/Events:

- Career Fair
- STEM Recruitment Fair
- Human Services Expo
- Education Interview Day
- Student Employment/Internship Expo

Experiential Education:

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

For more detailed information about Career Services, visit their office in the Penland Administration Building, room 108.

Student Success Center

The Student Succes Center, located at the rear of the Gregg-Graniteville Library, proactively works with students towards their academic success. The professional staff and peer students assist by developing educational plans, connecting students to campus resources, and promotes engaging learning and personal responsibility. The The Student Succes Center houses the Office of Academic Advising the Office of Academic Coaching, Early Warning and Tutoring. Below are descriptions of some of the services offered. More detailed information about these services, a full list of the free programs provided, and other academic resources can be accessed at https://www.usca.edu/center-for-student-achievement.

Academic Consultations & Coaching

The Center for Student Achievement offers academic consultations and coaching designed to assist students at any level. Students work one-on-one with professional staff members or peer coaches to improve time management, study skills, organizational skill, and other academic skills. Students can schedule an appointment using the “Request Academic Consultation” form on the Center for Student Achievement website. Students may also book appointments with an academic coach, peer coach, or peer tutor using the student’s Navigate App. Students may also book appointments by clicking the coach’s availability link posted on the Center for Student Achievement webpage and directly from their Navigate home page.

Early Warning

The Early Warning process is a pro-active student success mechanism to notify students to specific behaviors and academic issues that may affect their academic goals. These alerts range from the student is doing great work to the student should seek tutoring or academic coaching services. Faculty and teaching staff are encouraged to submit alert via Navigate. Navigate is a student success platform that unites students, administrators, advisors, faculty, and other staff in a collaborative network to improve student success outcomes.

Additionally, the Center for Student Achievement staff will initiate Progress Reports (request professors for a point in time notification to their students) early and often. Progress Reports are requested at critical points of each semester. Faculty will also have the option to issue ad hoc alerts (a way to draw attention to a student who might be at risk for a variety of reasons, such as losing financial aid, needing tutoring, or intending to withdraw from the institution) outside of the progress reporting period.

When an alert is received, the student and the student’s advisor are informed – in some cases the tutoring and academic coaching coordinator is also informed. In this case, Students who receive email notification(s) of the alert are encouraged to meet with their advisor and professor for the course in which the alert was received. Students are always encouraged to visit the Center for Student Achievement for academic assistance early in the semester and often.

Tutoring

Tutoring takes place in the Learning Commons area of the Center for Student Achievement, located in the back, right-hand side of the first floor of the library. Drop-in tutoring/academic coaching is a great way to get quick answers to questions you may have about course material. Of course, we also recommend that you visit your professors during their office hours for additional support. Several academic departments hold processor learning sessions in the Learning Commons.

Tutoring is available in several content areas and courses. All USC Aiken peer-tutors are identified through faculty references, and tutoring is free for currently enrolled USC Aiken students. To access a list of tutors available for the current semester, visit the Center for Student Achievement website. Additionally, if students need assistance in a course that is not included in the list, they can access free virtual tutoring through Brainfuse, a personalized online tutoring platform. Brainfuse offers students access to live, online tutoring. Each student currently enrolled in a USC Aiken course receives six free hours of tutoring with a Brainfuse tutor.

Access Brainfuse through your blackboard course portal or from the Center for Student Achievement website/tutoring.

Etherredge Center

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

In partnership with the University and greater Aiken Communities, the center supports the University’s outreach mission by providing K-12 grade students with a variety of cultural performances including dance, theatre, and music. The Etherredge Center also offers programming designed to educate and encourage students to develop an appreciation for the visual and performing arts and programs to fulfill the cultural entertainment needs of both the external and campus community.

Thanks to the generosity of Cecil and Virginia Etherredge, the building itself houses two theatres: a 687-seat proscenium theatre and the O’Connell, a 100-seat thrust theatre as well as an art gallery and classrooms and offices for the Department of the Visual and Performing Arts. University programs presented in the facility include the USC Aiken Cultural Series, the USC Aiken Carolina Series, a variety of student, faculty, and professional art exhibits, the University Concert Choir, Faculty Artist Recitals, and USC Aiken/Aiken Community Band performances. It is also home to the University Theatre.

External Programs

The Office of External Programs at the University of South Carolina Aiken provides opportunities for expanding one’s knowledge by offering various continuing education, workforce development, and lifelong learning courses and training. Experts use practical tools and interactive experiences to provide quality educational experience to meet specific needs.

The Conference Center at USC Aiken is located on the first floor of the Business and Education Building. It offers services and facilities to accommodate meetings and events. Contact information: Conferences@usca.edu or call 803-641-3587

The Center for Lifelong Learning, a part of the department of External Programs, is geared to mature adults and provides opportunities to explore fascinating subjects and meet others with a passion for lifelong learning. Each semester the CLL offers short courses and events covering a broad span of topics and interests. For more information call 803-641-3741 or visit the website at www.aikenlearning.org.

Gregg-Graniteville Library

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

The faculty, support staff, and collections of the Gregg-Graniteville Library comprise an integral part of USC Aiken's instructional program. The two-story, 40,000+ square-foot building houses an extensive book, periodical, and microform collection. A wide variety of web-based resources are available. The USC Aiken Library also serves as an official depository for federal and state documents and as the Department of Energy's Public Reading Room collection. The Library is fully automated and patrons are afforded the opportunity to access information in a variety of formats.

The following services and resources are available to all registered students:

Traditional and nontraditional library services

- Reference and research assistance
- Active instruction and information literacy programs
- Interlibrary loan and PASCAL Delivers
- Self-service photocopying equipment
- Extensive website with links to Library services and resources
- Web-based catalog for all USC campuses
- Wireless network access
- Multiple full-text databases
- Internet access terminals
- Laptops and PCs for student use
- Wireless network access
- Multiple full-text databases
- Internet access terminals
- Laptops and PCs for student use

An attractive, modern library facility

- Renovated 40,000 square-foot building
- Book and bound periodical collection of more than 150,000 volumes with 300,000 ebooks
- Periodical and newspaper title collection of over 29,000
- Official depository for United States Government publications and South Carolina state documents and the Department of Energy public reading room collection; over 11,000 documents in combined collections

Loan periods/Overdue charges

- Four weeks for current USC System students
- Six months, subject to recall after four weeks, for faculty and staff
- Two weeks for borrowers in other designated clientele categories
- Media Collection loan period of one week
- Reserve and Interlibrary Loan materials' loan periods vary
- Overdue charge of 20 cents per day; overdue Reserves charge of $1.00 per day

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

Institutional Effectiveness

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

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

The Office of Institutional Effectiveness assists faculty, staff, and administrators in gathering data to evaluate the effectiveness of programs and services at USC Aiken as they promote student learning and advance the institutional mission. To this end, the Office of Institutional Effectiveness in conjunction with standing committees of the Faculty Assembly:

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

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

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

Online Learning and Support

The mission of the Office of Online Learning and Support at USC Aiken is to promote quality learning experiences for all by providing professional development opportunities in course design, promoting best practices in instructional design, and building a supportive campus network to meet the needs of our online faculty members and students.

The Office of Online Learning and Support is committed to supporting online education and distance learning at USC Aiken for all instructors, faculty, staff, and students interested in utilizing technology for online learning. OLS also provides academic support to all online undergraduate students.

Minimum Technology Requirement for Online Courses

Minimum technical skills are needed in undergraduate online programs. When taking online or hybrid courses, students must have consistent and reliable access to a computer and the internet. Smart phones are not an acceptable platform for participating in online courses.

The minimum technical skills required include the ability to:

- Organize and save electronic files;
- Access the USC Aiken student email address ending in @ usca.edu regularly (at a minimum, daily);
- Use USC Aiken email and attached files;
- Checking Blackboard daily;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.

Registrar

Located in the Penland Administration Building, the Office of the Registrar (Records) is the custodian of the university's academic records. Services of this office include: student course registration, classroom scheduling, South Carolina residency, degree audit, and graduation clearance.

Contact: Registrar@usca.edu; (803) 641-3550; Penland 109.

Class Schedule

The class schedule information is available each semester on the web at https://ssb.onecarolina.sc.edu/BANP/bwckschd.p_disp_dyn_sched.

Enrollment Verification

Verification of enrollment is based upon the total number of credit hours for which a student is registered at the time of the certification request. Beginning and ending dates reported in the enrollment verification conform to the official USCA academic calendar dates for the term requested. **An undergraduate student who is enrolled in 12 semester hours or more in a regular semester is considered full-time** (students with disabilities may be eligible for modified full-time status; see Disability Services under Student Affairs for further information). During a regular summer session, an undergraduate student must be enrolled in six semester hours or more to be considered a full-time student. Full-time fees are calculated on 12 semester hours or more.

For students using VA education benefits, full-time status and rate of pursuit are determined by the Office of Veteran and Military Student Success in accordance with VA policy. See the “Veteran and Military Student Success” section of this bulletin.

The Registrar’s Office communicates with all currently enrolled students via the student’s USC Aiken e-mail address. Information regarding the registration processes and the graduation processes are communicated via e-mail. Enrollment verifications can be accessed through Self Service Aiken (SSA) at https://www.usca.edu/myusca/students/.

Transcripts

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

The University has contracted through Parchment, Inc., an electronic transcripting service, to provide transcripts for all current and former University students. There are no longer transcript request forms used for this purpose. The cost of each transcript is $12.00. All transcript orders can be made through this url:

https://www.usca.edu/departments/registrar/transcript-request/

Degree Works

The University offers a degree audit system called Degree Works. Students are able to track their progress to graduation and determine remaining requirements. This program can also assist students who might be considering a change of major. Degree Works can arrange a student’s completed courses in the framework of the possible major and show how the student’s coursework would apply. Degree Works can be accessed through Self Service Aiken.

Name Changes

Forms for changing a name are available in the Registrar’s Office as well as the office’s web site. After producing legal proof of name change, the student should complete the form.

Address Updates

Address updates can be done in Self Service Aiken. Failure to do so can cause serious delay in the handling of student records and in notification to the student of any emergencies.

Ruth Patrick Science Education Center

Mission Statement

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

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

Services

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

- BEEP: Bridgestone Environmental Education Program
- CEET: Center of Excellence in Education Technology
- CE-MIST: Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching
- Planetarium & Observatory: DuPont Planetarium and RPSEC Observatory (houses the Bechtel Telescope)
- RPSEC Professional Learning
- RPSEC Special Programs

- RPSEC Student Programs
- STEP: Science Technology Enrichment Program
- TSMDP: Traveling Science and Mathematics Demonstrations Program

DuPont Planetarium

The DuPont Planetarium houses the CSRA's state-of-the-art planetarium system. The planetarium is open for public shows on Saturday evenings and the observatory is open after shows when darkness and weather permit. The planetarium is available for private events such as birthday parties or special private gatherings. The planetarium serves local schools and groups for shows throughout the school year and during the summer. The planetarium hosts a number of activities during the year that focus on special celestial events. A number of planetariums shows are offered for ICE credit and are listed on the ICE calendar.

The Science Store

The Science Store is located near the DuPont Planetarium in the Ruth Patrick Science Education Center. The Science Store is open during public planetarium shows and during normal business hours by appointment. For more information, please call (803) 641-3313.

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

Veteran and Military Student Success

The Office of Veteran and Military Student Success (VMSS) provides a professional staff and a dedicated center that serve as a conduit to the benefits, opportunities, networking, and best practices needed for a successful military-to-campus and community transition. VMSS supports USC Aiken's veteran and military-connected students — including military veterans, service members, members of the Guard and selected Reserve, and military family members — and is an essential element in establishing partnerships with incoming veteran and military students.

The VMSS Office is the direct point of contact for academic and financial advising, including access to disability counseling, and assists veterans, service members, and their family members with completion of studies and with job-search activities. The office is also the point of contact for information about available and appropriate academic, career, mental-health, and financial-aid resources, including military tuition assistance, education benefits offered by the U.S. Department of Veterans Affairs, and the student-support services best suited for veteran and military students.

VMSS fosters veteran-to-veteran, individual service-branch, and community connections through the following services:

- Pre-orientation vet-to-vet support (admissions, enrollment, military transcripts, education and career building, transition concerns, and education and training benefits);
- Veteran- and military-specific orientation that introduces students to the School Certifying Official and the certification process;
- Assistance with VA education benefits (GI Bill®) and DoD Tuition Assistance, including enrollment, certification, and benefits optimization;
- Military transition and success planning;
- Veterans-to-careers partnerships connecting students with part-time positions at local organizations;
- The USC Aiken Student Veteran Organization (SVO) and the Veterans Honor Society; and
- The Veteran and Military Student Success Center — a one-stop resource for all VA, DoD, and SC state-related benefits, located in Room 107 of the Penland Administration Building.

For more information, visit the Veteran and Military Student Success Center in Room 107 of the Penland Building, or contact the office at 803-643-6767 or vmss@usca.edu.

Certification for VA Education and Training Benefits

The following policies and procedures are of primary concern to military veterans, service persons, members of the Guard and selected Reserve, and other eligible persons (including military family members) who receive VA Education and Training Benefits while enrolled at USC Aiken. Academic standards of progress and attendance are covered under school standards of progress, as specified by the South Carolina Commission on Higher Education, the applicable State Approving Agency, and the U.S. Department of Veterans Affairs. Students should review the GI Bill® Resident Rate Requirements (Residency) section of this bulletin to determine whether they may receive an in-state tuition rate because of their VA Education and Training Benefits.

Priority Registration

USC Aiken offers priority registration to eligible veteran and military students — veterans, current service members, ROTC cadets, and military spouses using VA education benefits. Priority registration helps these students secure the full-time schedule needed to receive their full benefit funding. Eligible students can view their assigned registration time for each upcoming term on their Self Service Aiken profile.

Priority Certification

The Office of Veteran and Military Student Success runs a priority certification period for the 30 days following the opening of registration each semester. Students who submit a complete and accurate Certification Request Form (CRF) and supporting documents during this period are guaranteed to have their VA benefit enrollment certification submitted before the start of the term, ensuring on-time funding. CRFs received after the priority certification deadline are not guaranteed to be certified before the term begins; however, all VA enrollment certifications are submitted within 30 days of the start of the term or the date of CRF submission, whichever is later.

VA Pending Payment (Tuition and Fees) Compliance:

In accordance with Title 38, U.S. Code § 3679(e), USC Aiken adopts the following provisions for students using VA Post-9/11 GI Bill® (Chapter 33) or Veteran Readiness and Employment (Chapter 31) benefits, and extends the same protections to students using Federal Tuition Assistance (FTA), while payment to the institution is pending from the VA or the Department of Defense. While payment is pending, USC Aiken will not:

- Prevent the student's enrollment;
- Assess a late penalty fee against the student;
- Require the student to secure alternative or additional funding; or
- Deny the student access to any resources (classes, libraries, or other institutional facilities) available to other students who

have satisfied their tuition and fee bills.

To qualify for this provision, the student may be required to:

- Provide a Chapter 33 Certificate of Eligibility (or its equivalent), a Chapter 31 VR&E authorization (VA Form 28-1905), or — for FTA — a signed Tuition Assistance Authorization by the first day of class; and
- Ensure all other charges on the student's account (housing, meal plan, and other non-tuition/fee charges) are paid in full or covered by a payment plan while waiting on the pending tuition and/or fee payment.

Note: Chapter 33 students may register at the VA Regional Office or in the VMSS Center to use VA.gov to obtain a Chapter 33 Certificate of Eligibility. A Chapter 31 student who cannot obtain a signed and completed VA Form 28-1905 (or its equivalent) before the VA VR&E case-manager issues it to the school may request to be certified (see Requesting Certification) and provide any additional information needed to properly certify the enrollment as described in other institutional policies.

Federal Tuition Assistance (FTA)

Federal Tuition Assistance (FTA) is a U.S. Department of Defense (DoD) education benefit available to eligible active-duty service members and members of the National Guard and Reserve. Service members request FTA through their branch's education portal. A request must be submitted, approved, and on file before the term begins, and the authorization must be signed at least seven (7) days before the term for the student to be eligible to receive the requested funds. Branch submission windows open 45 days before the term for the Air Force and Space Force, and 60 days before the term for the other branches. Detailed steps and student responsibilities for FTA are provided in the Veteran and Military Student Success section of the USC Aiken Student Handbook.

School Certifying Official

The School Certifying Official (SCO) is a representative of the Office of Veteran and Military Student Success authorized to sign and submit U.S. Department of Veterans Affairs documents verifying a veteran's or military member's benefit enrollment, change in status, receipt of advance payment, and any other circumstances that affect the amount or duration of education-assistance benefits. At USC Aiken, the SCO responsibilities are held by the VMSS Program Coordinator. The SCO is located in the Veteran and Military Student Success Center, Penland Administration Building, Room 107. For more information, contact 803-643-6767 or VMSS@usca.edu.

Requesting Certification

Students who receive or are eligible for VA Education and Training Benefits initiate their own request for certification each semester through the SCO. To request certification, a student submits a completed Veteran and Military Student Success Certification Request Form (CRF), available at the VMSS Center or at www.usca.edu/vmss/use-your-benefits. The SCO certifies a student's enrollment to the VA only after the student has submitted a completed, renewed CRF and the supporting documentation required for the term.

The student's required documents, reporting responsibilities, and deadlines — including the requirement to report any change in enrollment (adds, drops, withdrawals, or major changes) within five (5) business days — are detailed in the Veteran and Military Student Success section of the USC Aiken Student Handbook.

Chapter 33 Certification Process

Chapter 33 (Post-9/11 GI Bill®) enrollment certifications are submitted to the VA in two steps. First, the student's registered credit hours are certified to establish the rate of pursuit, release the books and supplies stipend, and schedule the monthly housing allowance. Then, after the semester's add/drop period closes, the VMSS Office submits the student's tuition and fees to the VA so those funds are released directly to the University. Tuition and fee certifications for Chapter 33 beneficiaries are guaranteed to be submitted within 60 days of the start of the term or the date of CRF submission, whichever is later.

VA Policy for Course Applicability

Only courses that satisfy a student's requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. If a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. For instance, if a student takes excessive free electives, those courses cannot be certified.

The only exception to this rule is when a student needs to round out his/her schedule to receive the full-time benefits rate in his/her LAST TERM ONLY. This allows students to continue to receive benefits at the full-time rate in their last term of enrollment, even though fewer credits are required to complete the program. Any courses taken in addition to a student's degree requirements in order to round-out their final semester must be specific to their declared major/bulletin.

Enrollment Changes and Benefit Adjustments

Any change to a student's certified enrollment can affect their VA Education and Training Benefits. When a student drops or withdraws from a course, the VA — upon processing the amended certification — recalculates the student's rate of pursuit, percentage of course completion, and benefit percentage, and recovers any funds that were not approved for disbursement as a result of the reduction in credit hours. Depending on the benefit used, this can create a debt to the VA, to the University, or both.

The VA also provides a limited 6-credit-hour exemption that may waive a student's debt for stipend funds already paid. This exemption applies only to the student's first reduction in credit hours and waives debt for up to six (6) credit hours.

Students must report enrollment changes promptly. Reporting requirements, deadlines, and the consequences of failing to report are detailed in the USC Aiken Student Handbook.

Monthly Stipend Amounts and Proration

VA benefit stipend payments — including the monthly housing allowance — are adjusted by the VA according to the student's individual rate of pursuit for the term, as defined by the VA's rate-of-pursuit schedule. Chapter 33 beneficiaries receive the percentage of the payment identified on their Certificate of Eligibility (COE) for their Chapter 33 benefit rate.

Under VA policy, a Chapter 35 (Survivors' and Dependents' Educational Assistance) student who falls below the full-time rate of pursuit may receive no more than the total cost of required tuition and fees for the semester in their Chapter 35 stipend.

Monthly stipend payments are also pro-rated for any month in which the student does not attend classes for the entire month. The VA calculates the proration by taking the number of days the student attended classes (including weekends), dividing that number by 30, and applying the resulting ratio to the monthly payment at the student's benefit rate. The VA uses a 30-day month for all proration calculations, regardless of the actual number of days in the month.

VA Requirements for New, Transfer, and Transient Students

Only courses that satisfy a student's requirements, as outlined by the curriculum guide or graduation-evaluation form, can be certified for VA purposes. A course that does not fulfill a program requirement cannot be certified; for example, excessive free electives beyond a student's degree requirements cannot be

certified.

The only exception to this rule is when a student needs to round out their schedule to reach the full-time benefits rate in their final term only. This allows students to continue to receive benefits at the full-time rate in their last term of enrollment, even though fewer credits are required to complete the program. Any courses taken in addition to a student's degree requirements in order to round out a final semester must be specific to the student's declared major or program.

Writing Center

The mission of the Writing Center is to provide an open teaching and learning environment for the collaborative discussion of writing so that students may become more aware and independent writers. Writing consultants come from a range of disciplines and are formally trained to provide feedback during all phases of the writing process. The Writing Center is staffed by students and English faculty. Located in the Humanities and Social Sciences Building, Room 112, the Writing Center is available to students who want to drop-in but appointments are recommended.

Programs of Study

Graduate Degree Programs

Discipline, Degree

- Applied Clinical Psychology, M.S.
- Business Administration, M.B.A.
  - Areas of Concentration:
    - Accounting
    - Finance
    - Healthcare Leadership
    - Human Resources Leadership
    - Project Management
    - General
- Computer and Information Science, M.S.
  - Tracks:
    - Cyber Security
    - Information Technology
- Educator Leadership, M.Ed.
- Educator Leadership: Principalship, M.Ed.
- Exercise and Sports Science, M.S.
  - Area of Concentration:
    - Strength and Conditioning

Undergraduate Degree Programs

College of Arts, Humanities, and Social Sciences

Discipline, Degree

- Art, B.A.
  - Areas of Concentration:
    - Art History
    - Graphic Design
    - Studio & Digital Art
- Communication, B.A.
- Emerging Media, B.A.
- English, B.A.
- History, B.A.
- Liberal Studies, B.A.
  - Areas of Concentration:
    - Integrated Research
    - Multi-disciplinary Studies
- Music, B.A.
  - Areas of Concentration:
    - Instrumental Studies
    - K-12 Choral Teacher Certification
    - K-12 Instrumental Teacher Certification
    - Piano Studies
    - Vocal Studies
- Political Science, B.A.
- Sociology, B.A.
  - Areas of Concentration:
    - Criminology & Criminal Justice
    - General
    - Human Social Services
- Spanish, B.A.
  - Areas of Concentration:
    - Language, Literatures, & Cultures
    - Translation and Interpretation
- Theatre, B.A.
- Writing, B.F.A.
  - Areas of Concentration:
    - Creative Writing

College of Sciences and Engineering

Discipline, Degree

- Applied Computer Science, B.S.
  - Areas of Concentration:
    - Cybersecurity
    - Data Science
    - Gaming and Simulation
    - No Concentration
- Applied Mathematics, B.S
  - Areas of Concentration:
    - Cryptography
    - No Concentration
- Biology, B.A.
- Biology, B.S.
  - Areas of Concentration:
    - Environmental Remediation & Restoration
    - General
    - Molecular Biology
- Chemistry, B.S.
  - Areas of Concentration:
    - Biochemistry
    - Computational Chemistry
    - Engineering
    - General
- Clinical Laboratory Science, B.S.
- Cybersecurity, B.S.
- Electrical Engineering, B.S.
- Environmental Earth Systems, B.S.
- Exercise and Sports Science, B.S.
  - Areas of Concentration:
    - Allied Health Science
    - Applied Exercise Science
- Mechanical Engineering, B.S.
- Process Engineering, B.S.
- Psychology, B.S.
- Public Health, B.S.
  - Areas of Concentration:
    - Community Health
    - Science
- Software Engineering, B.S.

School of Business Administration

Discipline, Degree

- Business Administration, B.S.B.A.
  - Areas of Concentration:
    - Accounting
    - Finance
    - Management
    - Marketing

School of Education

Discipline, Degree

- Early Childhood Education, B.A.Ed.
- Elementary Education, B.A.Ed.
- Middle Level Education, B.A.Ed.
  - Areas of Concentration:
    - English
    - Mathematics
    - Science
    - Social Studies
- Secondary Education, B.A.Ed.
  - Areas of Concentration:
    - Comprehensive Social Studies
    - English

Secondary Education, B.S.Ed.
- Areas of Concentration:
  - Biology
  - Chemistry
  - Mathematics

Special Education, B.A.S.Ed.

School of Nursing

Discipline, Degree
Nursing (RN - 4 year), B.S.N.
Nursing (RN completion program), B.S.N.

Undergraduate Minors

Discipline	Department
African American Studies	Arts, Humanities, and Social Sciences
Anthropology and Human Geography	Sociology
Art History	Visual and Performing Arts
Arts Entrepreneurship	Visual and Performing Arts
Biology	Biological, Environmental, and Earth Sciences
Business	Business Administration
Chemistry	Chemistry and Physics
Communication	Communication and Emerging Media
Computer Science	Computer Science, Engineering, and Mathematics
Creative Writing	English
Criminology and Criminal Justice	Sociology
Digital Humanities	English
Educational Studies	Education
Emerging Media	Communication and Emerging Media
Environmental Earth Systems	Biological, Environmental, and Earth Sciences
Film Studies	English
History	History, Political Science, and Philosophy
International Relations	History, Political Science, and Philosophy
International Studies	History, Political Science, and Philosophy
Literature	English
Mathematics	Computer Science, Engineering, and Mathematics
Music	Visual and Performing Arts
Neuroscience	Psychology
Philosophy	History, Political Science, and Philosophy
Political Science	History, Political Science, and Philosophy
Pre-Law	History, Political Science, and Philosophy
Professional Writing	English
Psychology	Psychology
Religious Studies	History, Political Science, and Philosophy
Sociology	Sociology
Spanish Language, Literatures, and Cultures	Languages, Literatures, and Cultures
Spanish Translation and Interpretation	Languages, Literatures, and Cultures
Studio Art	Visual and Performing Arts
Theatre	Visual and Performing Arts
Women's and Gender Studies	Sociology

Undergraduate Certificates

Discipline	Department
Cloud Computing & Security	Computer Science, Engineering, and Mathematics
Cybersecurity	Computer Science, Engineering, and Mathematics
Data Science	Computer Science, Engineering, and Mathematics
Digital and AI Marketing	Business Administration
Entrepreneurship	Business Administration
Human Resources Operations	Business Administration
Network Security & IT	Computer Science, Engineering, and Mathematics
Paralegal Studies	History, Political Science, and Philosophy
Real Estate	Business Administration
Spanish for the Clinical Encounter	Languages, Literatures, and Cultures
Strategic Communication	Communication and Emerging Media

Honors Program

Dr. Michelle L. Vieyra, *Director*

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

Admission Requirements

• First-year students (incoming freshmen) will be invited to apply to the Honors Program based on their predicted GPA.

• Continuing USC Aiken students and students transferring to USC Aiken who have earned no more than 45 credit hours may apply for admission to the Honors Program if they have a 3.5 GPA or higher on at least 24 hours of coursework applicable to their major program of study.

• Regardless of point of entry, each student will be screened for admission into the Honors Program. This screening process will include the submission of a writing sample from a recent course and two letters of recommendation from high school teachers for incoming freshmen, or in the case of USC Aiken students and transfer students, a writing sample from a recent course and two letters of recommendation from professors.

Continuation Requirements

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

Curriculum

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

1. HONS A101 Interdisciplinary Inquiry: **Humanities 3**

2. Honors Colloquia.....3 hours

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

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

a. Two honors-designated general education/elective courses are required ..... 6-8 hours

b. Two honors-designated courses are required in the student's major field ..... 6-8 hours

c. One honors-designated course is required (either general education/elective or in the student's major field) ..... 3-4 hours

An Honors-Designated Course is one that includes enhanced learning experiences for honors students.

Capstone Experience/Project.....3 hours

The Capstone Experience will be completed in the student's senior year. All Capstones will be completed under the supervision of a faculty member selected by the student. Capstones will consist of one of the following: 1) a semester-long service learning project/course; 2) a scholarly project which involves research, data analysis, and communication of the results of the research; 3) a creative project which involves and approved medium, and communication of the resulting artwork. All Honors students will be expected to present the results of their projects to their peers and to the faculty.

Total hours 24-29

Course Descriptions

Honors (HONS)

HONS A101 **Interdisciplinary Inquiry: Humanities. (3)** (Prereq: Admission to Honors Program) This common first-year course of the Honors Program will be offered each academic year and is meant to introduce students to the craft and concepts involved in interdisciplinary knowledge production. Students will be exposed to materials used in a multitude of disciplines and will be asked to evaluate and interpret such documents as historical primary sources, memoirs, literary works, filmic representations, photographs, artifacts, music, and art. The course instruction will take a holistic approach to a general theme.

HONS A201 **Honors Colloquium. (1)** (Prereq: Admission to Honors Program) An Honors Colloquium is a one-credit hour course that allows for focused study in a particular topic. One or more colloquia may be offered each semester.

HONS A490 **Honors Special Topics. (1-3)** (Prereq: Admission to Honors Program or special permission of the Honors Program Director) In-depth study of select interdisciplinary topics. This course may be repeated with different topics. Course content varies and will be announced in the schedule of classes with the title.

HONS A499 **Honors Capstone Project. (3)** (Prereq: Admission to Honors Program, Senior standing, permission of the Honors Program Director) The Capstone Experience will be completed in the student's senior year. All Capstones will be completed under the supervision of a faculty member selected by the student. Capstones will consist of one of the following: 1) a semester-long service learning project/course; 2) a scholarly project which involves research, data analysis, and communication of the results of the research; 3) a creative project which involves and approved medium, and communication of the resulting artwork. All Honors students will be expected to present the results of their projects to their peers and to the faculty. Contract required.

College of Arts, Humanities, and Social Sciences

Dr. Forrest Anderson,

Dean of the College of Arts, Humanities, and Social Sciences

Six departments comprise the College of Arts, Humanities, and Social Sciences: Communication (interpersonal, public, organizational and mass communication and public relations); English (language, literature, and writing); Languages, Literatures and Cultures; History, Political Science, and Philosophy (religious studies); Sociology (also including anthropology and geography); and Visual and Performing Arts (art history, art studio, dance, music, music education, and theatre).

Mission Statement

The mission of the College of Arts, Humanities and Social Sciences is to provide, through teaching, research/creative activity, and service, an understanding of the individual and collective human experience. To that end, the College:

1. provides students throughout the University with experiences in thinking creatively and critically and in communicating effectively both ideas and creative impulses,
2. provides a variety of electives and general education courses for students engaged in either a liberal arts education or a professional program of study, and
3. currently provides baccalaureate degree programs in communication, English, fine arts, history, interdisciplinary studies, political science, sociology, and music education; offers minors in anthropology and human geography, art history, communication, criminology and criminal justice, English (literature, creative writing, and professional writing), history, international relations, international studies, leadership communication, music, philosophy, political science, religious studies, sociology, Spanish, studio art, theatre, and women's and gender studies.

Policies

Developmental Work

No remedial coursework may be applied toward any degree offered by the College.

Independent Study

Independent study courses are designed primarily for juniors and seniors who desire advanced intensive work on a specific topic. Independent studies are not intended to substitute for courses listed in the *USC Aiken Bulletin*. The maximum number of independent study hours a student may earn in any given discipline in the College is limited to six, except in art studio, which permits a maximum of nine, and history and political science, which permit a maximum of fifteen (nine in the major field, six outside the major field).

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

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

Fine Arts

Fine Arts courses must be primarily focused on developing student skills in the practice of the Fine Arts (regardless of genre/form), rather than the study of the Fine Arts (regardless of genre/form). No course may be designated as satisfying both a Fine Arts and a Humanities or Global Culture or Non-Western requirement.

Fine Arts Courses

- Any studio arts course with an ARTS prefix
- ENGL A264: Intro to Creative Writing
- ENGL A463: Writing Workshop – Nonfiction
- ENGL A464: Writing Workshop – Poetry
- ENGL A465: Writing Workshop – Playwriting
- ENGL A466: Writing Workshop – Fiction
- ENGL A468: Studies in Writing (when the focus of the course is a Fine Arts topic – for example "Writing the Short Story Cycle").
- Any applied music, band, or ensemble course (not to include history courses MUSC A173, A174, A175, A176, or A177 or methods and pedagogy courses MUSC A207, A208, or A209).
- Any theatre arts courses (not to include THEA A161: Intro to Theatre or history of theatre courses A361, A362, A363, A364 or theatre management courses THEA A529).

Department of Communication and Emerging Media

Dr. Jason B. Munsell, *Department Chair*

Faculty

Associate Professors

- David L. Morris II, Ph.D. - Media Studies
- Jason B. Munsell, Ph.D. - Speech Communication

Assistant Professors

- Courtlyn Pippert, Ph.D. - Communication Studies
- Rachel A. Patterson, Ph.D - Mass Communication

Instructor

- Elizabeth M. Webb, M.A. - Communication

Adjunct Faculty

- Wanda Little Fenimore, Ph.D. - Mass Communication
- Jenny M. Southard, M.A. - Communication Studies
- Jeffrey Bruce Wallace, B.A. - Journalism

Distinguished Professors Emeriti

- William D. Harpine, Ph.D. - Speech Communication
- Sandra Hochel, Ph.D. - Speech Communication
- Charmaine E. Wilson, Ph.D. - Speech Communication

Department Mission Statement

The Department of Communication and Emerging Media offers two degrees (BA in Communication and BA in Emerging Media), and two minors (Communication minor and Emerging Media minor). We also offer a certificate in Strategic Communication. We offer our programs in the traditional in-person setting, as well as fully online through Palmetto College/Aiken Online. The Department offers a range of courses to prepare students for careers, graduate study, personal, social, and civic life. We provide engaging learning environments to help each student understand how fundamental communication and media theories work and how to strategically apply those theories in practice. We seek to cultivate critical thinking and problem-solving skills, develop the knowledge and skills for effective communication using multiple channels in a variety of settings (e.g., relationships, small groups, organizations, public, media), and we promote ethical sensitivity and intercultural competence.

Media, Digital, and Cyber Literacy

Communication and Emerging Media faculty use new and emerging communication technology to enhance student learning and meet their educational objectives. Majors in all programs gain experience in the use of communication technology in several courses as well as the Media Learning and Research Lab. Majors in also engage in critical analysis of the use of technology in and for communication and media.

Media Learning and Research Lab

Housed within the Department of Communication and Emerging Media, the Media Learning and Research Lab (MLRL) approaches the study of media from all angles. Focusing on cutting edge media content creation, students are provided with access to media industry tools to develop technical skills to land in-demand jobs. Additionally, by conducting quantitative and qualitative media research, the MLRL addresses the ever-changing media landscape and builds knowledge on media's role in society. Experiencing media at the MLRL also encourages students to become active media consumers and think critically about their function as audience members.

Diversity

We adhere to diversity statements issued by both the National Communication Association (NCA), and the Association of Educators in Journalism and Mass Communication (AEJMC). We value equity, diversity, inclusivity, and belonging and offer opportunities to discuss differences, educate one another, and celebrate our differences. We encourage a wide range of communication and media research, appreciate a multicultural society in the classroom and curriculum, and value the right to free and open communication for all people and groups to achieve better professional practice, a better-informed public, and wider human understanding.

Ethics

We adhere to the National Communication Association's (NCA) credo on ethics as well as the Association of Educators in Journalism and Mass Communication (AEJMC) code of ethical professional freedom and responsibility. We promote truthfulness, accuracy, honesty, and reason as essential to the integrity of communication and media. We endorse freedom of expression, diversity of perspective, tolerance of dissent and an understanding and respect for other communicators before evaluating and responding to their messages. We promote access to communication and media resources and respect the unique needs and characteristics of individual communicators. We condemn communication that degrades others through distortion, intimidation, or coercion. We support sharing information, opinions, and feelings while also respecting privacy and confidentiality. We endorse taking responsibility for the consequences for our own messages and expecting the same from others.

Curricula

Our programs combine a firm theoretical foundation with extensive practical application and we are aligned with both the Humanities and Social Sciences. Students work closely with faculty in small classes to gain an understanding of communication and media theories while they develop and enhance their oral, written, visual, and media communication skills. The degree requirements are flexible enough to prepare students for careers in diverse areas, including strategic communications, social media/digital marketing, public relations, broadcasting and journalism, healthcare communication, business and advertising, government, social and human services, and higher education. The rigorous curriculum also prepares students for graduate studies in communication and journalism/mass communication. The Emerging Media degree is designated as a STEM degree by the federal government.

The Communication and Emerging Media Department provides students with systematic learning experiences to develop their abilities to communicate effectively, think critically, work well with others, and make ethical decisions. Each degree program has specific learning outcomes:

BA in Communication

Program Learning Outcomes:

1. Students will demonstrate critical thinking, analytical, and evaluative skills.
2. Students will demonstrate research abilities: gather and synthesize information, and share results with others.
3. Students will apply knowledge of communication principles and theories.

4. Students will demonstrate interpersonal communication competence.
5. Students will demonstrate competence in public presentations.
6. Students will demonstrate competence in written communication.
7. Students will demonstrate competence in visual communication.
8. Students will demonstrate intercultural communication competence.

BA in Emerging Media

Program Learning Outcomes:

1. Students will apply the principles and laws of freedom of speech and press.
2. Students will demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.
3. Students will demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.
4. Students will demonstrate a conceptual understanding of the use and presentation of images and information and apply them to their profession/field.
5. Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
6. Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
7. Students will apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.
8. Students will apply basic numerical and statistical concepts.
9. Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
10. Students will apply tools and technologies appropriate for the communications professions in which they work.

Certificate in Strategic Communication

Learning Outcomes:

1. Students will apply knowledge of strategic communication principles and theories.
2. Students will create strategic messages appropriate to the audience, purpose, and context.

Bachelor of Arts
Major in Communication

Total credit hours required: 120

1. General Education Requirements 31

- COMM A201 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements[3] 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 42

A. Core Courses 24

- COMM A190 Intro to Comm. and Emerging Media 3
- COMM A241 Public Speaking 3
- COMM A320 Research Methods in Communication 3
- COMM A332 Writing Across the Media I 3
- COMM A345 Workplace Communication 3
- COMM A352 Media and Culture 3
- COMM A376 Visual Communication I 3
- COMM A450 Intercultural Communication 3

B. Capstone--Select one of the following: 3

- COMM A497 Senior Capstone Internship
- COMM A499 Senior Capstone Project

C. Communication Electives 15

- Five (5) COMM courses numbered 300 or above.

4. Cognate[1,2] or Minor[1] 12-18

Cognate 12

Minor 18

5. Free Electives 14-20

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

[2] Advisor must approve cognate.

[3] Courses in section 2 can be double-dipped with Program Requirements or Minor or Cognate Requirements.

Bachelor of Arts
Major in Emerging Media

Total credit hours required: 120

1. General Education Requirements 31

- COMM A201 3
- COMM A450 (Humanities) 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (not COMM) 3
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements[3] 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 42

A. Core Courses 27

- COMM A190 Intro to Comm. and Emerging Media 3
- COMM A241 Public Speaking 3
- COMM A332 Writing Across the Media I 3
- COMM A345 Workplace Communication 3
- COMM A352 Media and Culture 3
- COMM A376 Visual Communication I 3
- COMM A379 Data Visualization 3
- COMM A476 Visual Communication II 3
- COMM A478 Digital Storytelling 3

B. Capstone--Select one of the following: 3

- COMM A497 Senior Capstone Internship
- COMM A499 Senior Capstone Project

C. Communication and/or Studio Arts Electives 12

- Four (5) COMM and/or ARTS courses numbered 300 or above with a digital or media focus.

4. Cognate[1,2] or Minor[1] 12-18

Cognate 12

Minor 18

5. Free Electives 14-20

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

[2] Advisor must approve cognate.

[3] Courses in section 2 can be double-dipped with Program Requirements or Minor or Cognate Requirements.

Minor in Communication

General Education Requirements

- COMM A201 - Interpersonal Communication should be taken as the oral communication general education requirement.

Minor Requirements[1]

- COMM A190 Intro to Comm. & EM Research 3
- COMM A241 Public Speaking 3
- Communication courses 300 and above 12

Total hours required[1,2] 18

[1] All courses in the minor must be passed with a grade of C or better.

[2] No more than three hours of independent study will count toward the minor requirement.

Minor in Emerging Media

The Emerging Media Minor offers students an opportunity to explore media theories and gain media production skills. Students who complete this minor will gain essential critical thinking abilities to be both an adept media consumer and content creator. This minor promises an immersive learning experience focused on social media, news media, television, film, and video games.

Core requirements: 9

- COMM A354 Media Literacy 3
- COMM A376 Visual Communication I 3
- COMM A476 Visual Communication II 3

Additional requirements- choose three of the following:

- COMM A305 Editing Skills 3
- COMM A332 Writing Across the Media I 3
- COMM A335 Writing Across the Media II 3
- COMM A352 Media and Culture 3
- COMM A355 Video Games, Media, and Culture 3
- COMM A363 Media Ethics 3
- COMM A379 Data Visualization 3
- COMM A478 Digital Storytelling 3

Total hours required[1,2] 18

[1] All courses in the minor must be passed with a grade of C or better.

[2] No more than three hours of independent study will count toward the minor requirement.

Certificate in Strategic Communication

A Certificate in Strategic Communication provides students skills in multiple methods of communication including public relations, advertising, marketing, and internal and external communications. Strategic Communications examines how organizations—corporate, non-profit, government—engage in purposeful

communication, everything from branding efforts to consumers, advocacy efforts to the public, or messaging between an organization and its employees. The courses in the program enable students to evaluate communication, create persuasive content, and design effective communication plans. This certificate makes students competitive in multiple fields including public relations, digital and online media, politics, consulting, social advocacy, government and nonprofit, healthcare, marketing, higher education, and more.

Course requirements: 6

- COMM A332 Writing Across the Media I 3
- COMM A325 Principles of Advertising..... 3

-OR- COMM A328 Principles of Public Relations

Pick two courses from the following:..... 6

- COMM A324, COMM A325 (if not already taken), COMM A328 (if not already taken), COMM A329, COMM A345, COMM A376, COMM A460, COMM A480

Total hours required..... 12

Course Descriptions

Oral Communication Requirement

Students seeking a baccalaureate degree must complete an applied course in oral communication as part of the general education requirements. The following two courses are considered applied oral communication courses: COMM A201 and A241. Some majors may require a specific course, so students should consult the requirements for each major.

General Education Humanities Requirement.

Certain communication classes will meet the General Education Humanities requirement. These classes are designated by the last two digits of the course number, and end in the 50's and 60's; for example, COMM A351, Persuasive Communication, will meet the requirement but COMM A385, Group Communication, will not.

Communication (COMM)

COMM A190 **Introduction to Communication and Emerging Media. (3)** (Prereq: must be Communication or Emerging Media major or minor) This course will introduce students to communication and media/ mass communication theories and concepts.

COMM A201 **Interpersonal Communication. (3)** (Sophomore standing or departmental permission) A study of communication in one-on-one and small group situations. Emphasis is on applying the theories and principles toward becoming a more competent interpersonal communicator. This course may satisfy the applied speech communication requirement.

COMM A241 **Public Speaking. (3)** (Prereq: Grade of C or better in ENGL A102 or departmental permission) A course in the principles, preparation, delivery, and evaluation of public speaking. This course may satisfy the applied speech communication requirement.

COMM A299 **Internship in Communication. (1-4)** (departmental permission) Applied work experience supervised by a faculty member and a qualified Communication professional. Internships increase student exposure to and understanding of potential career paths for Communication majors and allow the student to apply knowledge and skills from the Communication curriculum. The experience requires a learning contract approved by the student's academic advisor, department head, and on-site supervisor. General elective credit only. May be taken pass/fail. Course is not a substitute for the Communication Capstone Experience.

COMM A305 **Editing Skills. (3)** (Prereq: Grade of C or better in ENGL A102) Techniques required in preparing materials for publication.

COMM A311 **Media Lab. (1-6)** (Prereq: department permission) This is a hands-on, applied media production/ content creation course that will utilize resources in the Media Learning and Research Lab. In this course, students enhance their understanding and use of experimental new media tools to create strategic communication. Students will learn cutting-edge communications and media/ mass communication industry practices using new communications and media technologies. Topics covered include emerging media use in news reporting, media narratives, augmented reality, live-streaming, 360-degree cameras, immersive media, 3D imaging and audio, 3D printing, interactive video, video integration, geo-tagged content, animated storytelling, and other emerging media tools and their applications. With hands-on media lab work, students will also drive innovation in media research and content creation. This course may be repeated for credit.

COMM A320 **Research Methods in Communication and Emerging Media (3)** (Prereq: Grade of C or better in COMM A190) This course focuses on social scientific quantitative (e.g., measurement, sampling, design, analysis) and qualitative research methods (e.g., interviewing, focus groups, participant observations). Course also covers humanistic interpretive research methods including ethnography and rhetorical criticism, as well as critical research approaches like feminist and cultural analysis. At the end of the course, students should be able to formulate significant research questions after reviewing existing relevant research, conduct systematic data collection, use appropriate tools to analyze data, and organize and write research results to share with others.

COMM A324 **Integrated Marketing Communication.** (3) (Prereq: Grade of C or better in ENGL A102 or departmental permission) Study of the history, theory and practice of strategic message development and transmission through multiple media platforms to create unified and compelling campaigns to engage the desired audience.

COMM A325 **Principles of Advertising. (3)** (Prereq: Grade of C or better in ENGL A102 or departmental permission) Advertising and its relationship to media, marketing, and consumers.

COMM A328 **Principles of Public Relations. (3)** (Prereq: Grade of C or better in ENGL A102 or departmental permission) History, theory, and principles of public relations including an analysis of how business, government, and other groups work to influence

public attitudes toward their activities. Class requires practice in writing, including press releases and public relations campaigns.

COMM A329 **Crisis Communication. (3)** (Prereq: Grade of C or better in ENGL A102) This course focuses on key elements of strategic crisis communication, from preventing, preparing for, responding to, and dealing with the long-term effects of a crisis. Students learn and apply crisis communication theory, using case studies to examine the strategies and tactics of organizations that have dealt with crises. The course provides learners with principles and procedures for handling multiple stakeholders and publics under crisis conditions and offers training in dealing with media during crisis situations.

COMM A332 **Writing Across the Media I. (3)** (Prereq: Grade of C or better in ENGL A102) Basic instruction in writing for different media forms, such as print, broadcast, websites, public relations, and presentations. Includes development of researching and interviewing skills.

COMM A335 **Writing Across the Media II. (3)** (Prereq: Grade of C or better in COMM A332) Study of and practice in writing for mass media with emphasis on Associated Press style.

COMM A340 **Media Technologies. (3)** (Prereq: Sophomore standing) This course focuses on the history, theory, and experience of old and new media technologies, examining the emergence and implementation of media technologies. Students also gain an understanding of media technology by exploring areas of computer, consumer, and networking technologies. Additionally, students learn about the cultural consumption and the creatin of content that utilizes media technologies.

COMM A345 **Workplace Communication. (3)** (Prereq: Sophomore standing) Students will apply Communication theories, principles, and concepts to workplace challenges to expand the verbal and nonverbal communication skills needed for success in business and professional settings. Possible topics include managing conflict, selecting and appraising employees, handling meetings and presentations, analyzing audiences, taking advantage of electronic media for business purposes, and effectively presenting your organization to media outlets.

COMM A351 **Persuasive Communication. (3)** (Prereq: Sophomore standing) This course focuses on expanding the student's ability to recognize persuasive messages, and analyze and act as competent, critical receivers of those messages, whether written, oral, or mediated.

COMM A352 **Media and Culture. (3)** (Prereq: Sophomore standing) Situated in historical contexts, this course examines the role of media in constructing national and global cultures. The course takes a cultural studies approach by examining media production, text, and audience to provide students with critical analysis skills and broad understanding of media research. (Students who earned credit for COMM A300 may not take COMM A352 for credit.)

COMM A354 **Media Literacy. (3)** (Prereq: Sophomore standing) This course develops the knowledge and skills students need to navigate and critically examine images and messages in our media-saturated society. The course focuses on behaviors and practices of media consumption, in addition to interpretation of media products. Students will critically engage, assess, analyze, and evaluate media content to practice and demonstrate media literacy.

COMM A355 **Video Games, Media, and Culture. (3)** In this survey course, students will examine specific aspects of the video gaming industry and media, including the emergence of video games in the United States and current industry practices. Students will examine the impact of video games on culture, society, social values, visual aesthetics, and the portrayal and treatment of marginalized groups. The course will also provide students with opportunities to analyze, interpret, and evaluate the influence of video games as an independent medium and in comparison to other media.

COMM A358 **Sports, Communication, and Culture. (3)** (Prereq: Sophomore standing) In this course, students explore the role of sports in communicating cultural values, beliefs, and norms, and examine the impact of sports on interpersonal, group, and mediated communication. Students will review the communication history of sports as well as its current landscape, and will critically analyze how communication in and about sports manifests, influences, and perpetuates communication practices, human behavior, and beliefs about race, gender, social issues, myths, sports narratives, and nationalism.

COMM A361 **Communication and Public Advocacy. (3)** (Prereq: Sophomore standing) Examination of how symbols are used in public advocacy from both applied and theoretical perspectives with emphasis on rhetorical uses of language and nonverbal symbols in the creation and transmission of public messages. More specifically, the courses focuses on opportunities for public protest and develops effective communication skills in verbal advocacy, written advocacy, use of visuals and social media in advocacy, and use of the body in protest.

COMM A362 **African American Rhetoric. (3)** This course offers a theoretical alternative to traditional Western/ Classical theories by examining the tradition of African American Rhetoric. The course will focus on case studies and other materials such as traditional spirituals, abolitionist rhetoric, 20th Century civil rights rhetoric, contemporary rap and hip-hop culture, music, and film. Study will also include rhetors and griots.

COMM A363 **Media Ethics. (3)** (Prereq: Sophomore standing) An exploration of the ethical practices and challenges encountered as a professional communicator. By reviewing best ethical practices involving print, broadcast, and new media, this course informs future ethical considerations.

COMM A365 **Computer Mediated Communication. (3)** (Prereq: Sophomore standing) Computer mediated communication (CMC) is the human-to-human interaction that takes place via computer networks, such as the Internet as well as via mobile digital media. This course covers practical and theoretical issues associated with CMC, with a focus on the influence of CMC on identity, language, interpersonal relationships, community and group interactions, and the social structures that emerge when people use CMC.

COMM A376 **Visual Communication I. (3)** (Prereq: Grade of C or better in COMM A190). Basic instructions on design and layout with emphasis on visual communication principles for design, layout, and production of printed materials. Introductory practice using computer desktop publishing.

COMM A379 **Data Visualization. (3)** (Prereq: Grade of C or better in COMM A376) Visual analysis and presentation of quantitative information. Examines the planning, design, and preparation of statistical graphs, charts, timelines, diagrams, and maps for static and interactive display. Direct work with data from social media and other big data sources to visualize an analysis.

COMM A385 **Group Communication. (3)** (Prereq: Grade of C or better in COMM A190). A study of the theories, principles, and practices associated with effective communication in the small group setting. The course relies on both theoretical and experiential approaches to understanding group communication.

COMM A386 **Negotiation and Conflict Resolution. (3)** (Prereq: Junior Standing or Permission of Instructor) A study of theories and practice of negotiation and conflict resolution. Topics may include planning and preparing for negotiations, recognizing cognitive biases, collecting and sharing information, building trust, managing emotions, understanding the influence of power and individuals' cultural backgrounds, making ethical decisions, and reaching goals while maintaining relationships. Completion of COMM A201 is recommended but not required.

COMM A399 **Independent Study. (1-6)** (Prereq: departmental permission) Directed independent project.

COMM A436 **Public Relations Writing. (3)** (Prereq: Grade of C or better in COMM A332 or COMM A328 or departmental permission) Practice in special areas of writing for Public Relations, including news releases, corporate and individual profiles, presentations, proposals, and internet writing.

COMM A450 **Intercultural Communication. (3)** (Prereq: Junior Standing) A study of cultural differences in human communication with a focus on theoretical and experiential approaches toward gaining competence in communicating across cultures. (Satisfies non-Western world studies requirement)

COMM A455 **Gender, Communication, and Culture. (3)** (Prereq: Junior Standing) An exploration of the relationships among gender, communication, and culture from descriptive and critical perspectives with three focused themes: 1) communication creates, sustains, and sometimes challenges concepts of gender; 2) the conceptualization of gender is a cultural process; and 3) gender shapes communication.

COMM A460 **Science Communication. (3)** (Prereq: Junior standing) The purpose of this course is to increase students' knowledge and awareness of the challenges and practices involved in communicating science. Special attention is paid to communication practices and channels related to the general populace and how the lay person understands, interprets, criticizes, and applies science and scientific messages to his or her own life. This course will bridge the science and communication disciplines to explore how humans communicate science, examine the problems in communicating science to diverse populations, and analyze the difficulty of crafting science communication messages. The course explores the development of science as a perspective to understanding our world. Students will evaluate science communication messages, science communication campaigns, and case studies. Students will also translate science information into science communication designed for the general public and create original science communication messages.

COMM A462 **Political Rhetoric. (3)** (Prereq: Junior standing) In order to become more sophisticated and critical participants in the democratic process, students will apply classical and contemporary models in the critical analysis of political and campaign rhetoric. The course also provides the opportunity to acquire and practice argumentation and debate skills.

COMM A476 **Visual Communication II. (3)** (Prereq: Grade of C or better in COMM A376 or departmental permission) Advanced theory and methods for using graphics to communicate in a variety of media, including print and internet-based materials. Students gain experience in desktop publishing techniques to create visual communication materials from the concept stage to production.

COMM A478 **Digital Storytelling. (3)** (Prereq: Grade of C or better in COMM A376 and COMM A476) An introduction to writing and producing electronic video and audio materials, with a focus on preparing the student to produce entry-level work suitable for live and recorded broadcasts and Internet media. Topics include video camera and audio recording, audio and field techniques, basic editing procedures, and distribution.

COMM A479 **Digital Storytelling Abroad. (3)** (Prereq: Grade of C or better in ENGL A102) This course provides students with an immersive experience in the world of multimedia storytelling, enhanced by a study abroad component; students will explore multimedia storytelling across national borders. Students will gain a comprehensive understanding of the fundamental elements that constitute compelling digital narratives from a cross-cultural perspective. Through hands-on projects, participants will craft news-driven multimedia packages tailored for diverse storytelling platforms and diverse audiences. These platforms encompass photography, audio, video, and data visualization, all of which play pivotal roles in modern communication and emerging media.

COMM A480 **Organizational Communication. (3)** (Prereq: Junior standing) A study of how the context of the organization influences interpersonal communication processes. Emphasis on applying theory and research to identify effective organizational communication practices and strategic communication behavior within organizations.

COMM A482 **Health Communication. [=PUBH A482] (3)** (Prereq: Junior Standing or Permission of Instructor) This course examines theory and research relevant to health communication, including interpersonal, organizational, and mass communication approaches. Topics include communication between patients and health care providers, the importance of social support for patients and providers, the role of communication in general models of health and illness as well as health

campaigns. Prior completion of COMM A201 is recommended but not required.

COMM A494 **Topics in Communication. (1-3)** (Prereq: varies by topic) Study of selected topics in communication. Course content will be announced in the schedule of classes. Course may be repeated with different topics.

COMM A497 **Senior Capstone Internship. (3)** (Communication or Emerging Media majors only. Senior standing and departmental permission) The course provides a capstone for students doing a supervised professional internship experience in communication. Students complete additional work under the direction of the faculty instructor. Contract required.

COMM A499 **Senior Capstone Project. (3)** (Prereq: Communication or Emerging Media majors only. Senior standing and departmental permission) The course provides the capstone for students doing media content creation projects, research projects, or professional projects. Students complete additional work under the direction of a faculty instructor.

Department of English

Dr. Matthew Miller, *Department Chair*

Faculty

Professors

- Eric Carlson, Ph.D. - English - *G.L. Toole Chair in English #3*
- Andrew Geyer, Ph.D. - English - *G.L. Toole Chair in English #2, Writer in Residence*
- Douglas Higbee, Ph.D. - English - *John and Mary P. Grew Chair in American Studies #2*
- Matthew Miller, Ph.D. - English - *Writing Assessment Director - John and Mary P. Grew Chair in American Studies #1*
- Kathleen Kalpin Smith, Ph.D. - English

Associate Professors

- Todd A. Hagstette, Ph.D. - English - *USC Aiken Endowed Chair in the Humanities #1*
- Amanda R. Warren, Ph.D. - English
- Julie M. Wise, Ph.D. - English - *G.L. Toole Chair in English #1*

Senior Instructors

- David Bruzina, Ph.D. - English
- Zeke Miller, M.Ed. - Curriculum and Instruction

Adjunct Faculty

- Andrew Attana, Ph.D. - English
- Jessica Hoffman, M.A. - English
- Lauren Housman, M.F.A. - Creative Writing
- Edward Wilson, M.A. - English

Distinguished Professors Emeriti

- J. Donald Blount, Ph.D. - Comparative Literature
- Phebe E. Davidson, Ph.D. - English - *Carolina Trustee Professor*
- Sue Lorch, Ph.D. - English
- S. Thomas Mack, Ph.D. - English - *Carolina Trustee Professor*
- Suzanne Ozment, Ph.D. - English
- Lynne A. Rhodes, Ph.D. - English
- J. Stanley Rich, Ph.D. - English

Department Mission Statement

The USCA Department of English teaches students to pursue nuanced understandings of English language and literature and of the craft of writing. Through this pursuit, we foster not only critical and creative thinking, writing, and research skills but also leadership skills shaped by personal, community, and cultural awareness. Using high-impact practices, we prepare our students to succeed in a range of professional, civic, and academic roles. Our department actively supports both students seeking a degree in English or Writing as well as students engaged in a liberal arts education or in a professional program of study.

For more information on the Department of English and its programs, visit the department webpage at https://www.usca.edu/academics/programs/undergraduate/english/.

The Oswald Review

The USC Aiken Department of English sponsors *The Oswald Review*, an international journal of undergraduate research and criticism in the discipline of English. Published annually, *The Oswald Review* is a refereed journal that accepts submissions from undergraduates in the field of English in this country and abroad. All issues are available online at http://scholarcommons.sc.edu/tor/.

Broken Ink

The English Department supports *Broken Ink*, USC Aiken's award-winning literary magazine. The magazine, produced entirely by student staff and contributors, is published annually and offers students the opportunity to publish their creative writing and art, as well as provide experience in editing, layout, and magazine production.

Sigma Tau Delta

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

Mona L. Martin Prize in Freshman Writing

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

Kaplan Writing Award

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

Phebe Davidson Creative Writing Prize

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

James and Mary Oswald Distinguished Writers Series

Since 1985, the English Department has brought to Aiken a number of distinguished visiting writers. During that period, such significant literary personalities as Kurt Vonnegut, Nikky Finney, Tim O'Brien, Percival Everett, Sue Monk Kidd, Stephen Graham Jones, J. Drew Lanham, George Singletary, and Robert Creeley have visited USC Aiken, interacted with students in English classes, and presented free public readings of their work.

Internships

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

The Writing Center

The Writing Center, located in Humanities and Social Sciences Building 112, is open to all USC Aiken undergraduate and graduate students seeking feedback on any of their written

projects. Students are welcome to drop by, but appointments are recommended. Qualified students can become consultants in the Writing Center, earning valuable experience, academic credit, and financial compensation. The Writing Center is open regular daytime and evening hours. For more information, call the Writing Center Director at extension 3735 or visit the Online Writing Center at http://www.usca.edu/writingroom/.

Technological Literacy in English

All English majors will demonstrate proficiency in the compilation, evaluation, and integration of electronic sources in researched writing, particularly in the following required courses: ENGL A284, A285, A288, A289, and the senior project. Furthermore, all English classes require some use of computer technology, from simple word-processing to Internet navigation.

Add-On Teacher Certification in English

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

Applied Writing Courses

The following English courses are applied writing courses: A250, A345, A360, A460, and A467.

Applied writing courses cannot be used to satisfy General Education Requirements.

Curricula

B.A. in English Goals and Objectives

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

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

Derived from this goal are the following objectives:

1. Identify a general knowledge of major movements, periods, and authors in literature;
2. Interpret literature in its cultural context;
3. Practice a close reading of genres (e.g., poetry, fiction, drama, or film);
4. Analyze literature through evidence;
5. Compose researched, analytical essays using appropriate literary terms, criticism, and/or scholarship.

Curriculum and Credit Hours

The Bachelor of Arts with a major in English is designed to be flexible enough to provide the student with an adequate background for graduate studies in English or preparation for such professions as law, medicine, the ministry, advertising, communications, technical writing, and library science.

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

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

B.F.A. in Professional or Creative Writing Goals and Objectives

The Department has established the following goal for those students completing the B.F.A. in Professional or Creative Writing:

Students will develop their creative/professional potential, especially in writing; explore the practical aspects of publishing and getting published; learn a respect for and an understanding of language; appreciate and profit from a study of our common literary heritage; increase their awareness of and empathy for diverse peoples and cultures; discover the relevance of ideas and values found in their reading; and learn to think critically and evaluate wisely.

Closely linked with this goal are the following objectives common to all those who graduate with a B.F.A. Professional or Creative Writing:

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

Bachelor of Arts
Major in English

Total credit hours required: 120

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 48

A. Introduction to Literary Criticism 3

- ENGL A275

B. Survey Requirements 12

- ENGL A284, A285, A288, and A289

All English majors are strongly advised to complete their survey requirements before enrolling in upper-

level literature classes.

C. Major Requirements (300 level or above) **12**

One course from four of the five following areas:

- Critical Reading of Genre 3

  ENGL A315, A380, A389, A391, A393, A395, A424, A430, A431, A449, A485

- History and Mechanics of English 3

  ENGL A450, A453, A454, A455, A459

- The Craft of Writing 3

  ENGL A345, A360, A363, A364, A365, A460, A461, A462, A463, A464, A465, A466, A467, A468, A470

- Community and Cultural Awareness 3

  ENGL A385, A386, A390, A394, A396, A486, A491, A493

- Focused Literary and Language Studies 3

  ENGL A301, A400, A401, A405, A407, A412, A417, A419, A423, A425, A426, A427, A428, A429, A456, A457, A494, A480

D. Senior Thesis or Seminar **3**

- ENGL A496 or ENGL A499

E. Electives in English **18**

- Any six ENGL courses at the 300-level or above

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

Cognate 12

Minor 18

5. Free Electives (min.) **8**

At least three hours of foreign language credit are required for the BA in English.

TOTAL hours required (min.) **120**

[1] Must earn a grade of C or better.

Bachelor of Fine Arts
Major in Writing

Concentrations:

Creative Writing

Total credit hours required: 120

Creative Writing Concentration

1. General Education Requirements **31**

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements **15**

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] **48**

A. Survey Requirements **12**

- ENGL A284, A285, A288, and A289

  All Writing majors are strongly advised to complete their survey requirements before enrolling in upper-level literature classes.

B. Concentration: Creative Writing **27**

- Introduction to Creative Writing (ENGL A264) 3
- Major Requirements 24

  Students must complete each of the following requirements:

  - Workshops: any three from the following: 9

    ENGL A463, A464, A465, A466

  - Grammar and Composition 6

    ENGL A250, A460

  - Experience in Editing and Publishing: any one of the following: 3

    ENGL A363, A364, A365, A497

  - Major authors: any one of the following: 3

    ENGL A401, A407, A494

  - Senior Thesis 3

    ENGL A496

C. Electives in English **9**

Students may choose any three ENGL courses at the 300-level or above.

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

Cognate 12

Minor 18

5. Free Electives **8-14**

At least three hours of foreign language credit are required for the BFA in Writing.

TOTAL hours required (min.) **120**

[1] Must earn a grade of C or better.

Minor in Digital Humanities

The Digital Humanities minor offers students the opportunity to explore the development and use of computer-based tools and methods as they are applied to research and analysis in humanities and social science disciplines. The field involves the coalescing of humanities practices updated for the digital space and its wide possibilities. Interdisciplinarity and collaborative learning are at the core of the Digital Humanities minor.

1. Students must earn a C or better in these courses.
2. Students can apply 3 hours of independent study or directed internship to the minor upon approval from the Director of the Digital Humanities Minor.
3. Individual courses may have prerequisites.
4. Courses subject to change based on expertise of instructor and as courses are added and removed from the bulletin.
5. DH designated courses will be identified each semester in the Schedule of Classes.

Required 3

- ENGL A150: Introduction to Digital Humanities

Skill and Content Electives 15

(must be from more than one department; a minimum of 6 hours must be from Digital Humanities [DH] designated content courses)

- ARTS A362 Photography and New Media Design
- ARTS A379 Web/New Media Design
- ARTS A397 Topics in Digital Art
- COMM A376 Visual Communication I
- COMM A379 Data Visualization
- COMM A476 Visual Communication II
- CSCI A125 Introduction to Computer Science
- CSCI A185 Computer Applications and Programming
- CSCI A350 Computer Graphics
- ENGL A363 Recording Oral History
- ENGL A470 Digital Humanities Research
- HIST A370 Introduction to Public History
- HIST A469 Digital History
- Digital Humanities (DH) designated content courses

Total hours required 18

Minor in Literature

Prerequisites 6

- ENGL A101 Composition
- ENGL A102 Composition and Literature

Requirements 3

One of the following surveys:

- ENGL A275 Introduction to Literary Criticism
- ENGL A280 Studies in Literature
- ENGL A284 Survey of American Literature I
- ENGL A285 Survey of American Literature II
- ENGL A286 Survey of African-American Literature
- ENGL A288 Survey of British Literature I
- ENGL A289 Survey of British Literature II
- ENGL A290 Introduction to Women's Literature
- ENGL A291 Introduction to Non-Western Literature

One to two additional classes numbered ENGL A275-A299 3-6

Three to four from the following: 9-12

- ENGL A385-A449 and ENGL A474-A494

Total hours required 18

Minor in Creative Writing

The creative writing minor offers students the opportunity for intensive study of the techniques involved in writing fiction, poetry, plays, and creative nonfiction. Students will craft original stories, poems, plays, and articles; develop critical vocabulary and reading skills; and critique each other's work. The minor is intended for students who want to excel creatively, and for those who wish to pursue graduate work in creative writing or literature.

1. Students must earn a grade of C or better.
2. Three (3) hours of independent study may be applied to the minor, but only in extraordinary cases and only with the prior approval of the English Department chair.
3. No more than six (6) hours from ENGL A468

Required 3

- ENGL A264 Introduction to Creative Writing

Choose five of the following 15

- ENGL A250 Rhetorical Grammar 3
- ENGL A268 Studies in Applied Writing 3
- ENGL A363 Recording Oral History 3
- ENGL A364 Studies in Editing and Publishing 3
- ENGL A365 Freelance Writing 3
- ENGL A450 English Grammar 3
- ENGL A453 Development of the English Language 3
- ENGL A460 Advanced Composition 3
- ENGL A461 Writing About the Arts 3
- ENGL A463 Writing Workshop: Nonfiction 3
- ENGL A464 Writing Workshop: Poetry 3
- ENGL A465 Playwriting 3
- ENGL A466 Writing Workshop: Fiction 3
- ENGL A468 Studies in Writing 3
- ENGL A497 Directed Internship 3
- COMM A376 Visual Communication I 3

Total hours required 18

Minor in Film Studies

The Film Studies minor offers students the opportunity to explore film. Students can learn about film making and/or study film as a genre. Interdisciplinary courses are encouraged for this minor.

1. Students must earn a C or better in these courses.
2. At least two areas must be completed in the minor.
3. No more than three hours of independent study will count toward the minor requirement.

Core Requirements 3

- ENGL A293 Introduction to Film

Choose five of the following..... 15

- ARTH A343 History of Animation 3
- COMM A355 Video Games, Media, and Culture 3
- COMM A478 Digital Storytelling 3
- ENGL A370 Film and Literature..... 3
- ENGL A381 Studies in Film Genre 3
- ENGL A393 Film and Society..... 3
- ENGL A394 Images of Women in Film and Literature..... 3
- ENGL A492 Major Film Directors 3
- ENGL A493 Studies in Non-Western Film..... 3
- HIST A375 History through Film..... 3
- HIST A377 Popular Culture in US History 3
- SPAN A397 Hispanic Film 3

Total hours required 18

Minor in Professional Writing

The professional writing minor combines work in writing theory with practical applications in professional contexts. The minor is intended to provide background and practice for students who want to excel professionally and/or students interested in pursuing graduate work in rhetoric or technical writing.

1. Students must earn a grade of C or better.
2. Three (3) hours of independent study may be applied to the minor, but only in extraordinary cases and only with the prior approval of the English Department chair.
3. No more than six (6) hours from ENGL A468

Required..... 3

- ENGL A245 Introduction to Professional Writing

Choose five of the following: 15

- ENGL A250 Rhetorical Grammar 3
- ENGL A268 Studies in Applied Writing..... 3
- ENGL A345 Business Writing..... 3
- ENGL A360 Composition Studies..... 3
- ENGL A362 Literature and Media Cultures 3
- ENGL A363 Recording Oral History 3
- ENGL A364 Studies in Editing and Publishing 3
- ENGL A365 Freelance Writing 3
- ENGL A450 English Grammar..... 3
- ENGL A460 Advanced Composition..... 3
- ENGL A461 Writing About the Arts 3
- ENGL A462 Technical Writing 3
- ENGL A463 Writing Workshop: Nonfiction 3
- ENGL A467 Argumentation 3
- ENGL A468 Studies in Writing..... 3
- ENGL A497 Directed Internship 3
- COMM A345 Workplace Communications 3
- COMM A332 Writing Across the Media I 3
- COMM A376 Visual Communication I 3

Total hours required 18

Course Descriptions

English Language and Literature (ENGL)

A student must complete English A102 with a grade of C or better before taking other English courses; only in exceptional cases (and then with approval of the Chair of the Department of English) may a student take English A102 concurrently with a higher-level English course.

ENGL A101 **Composition. (3)** A course in the composing process with attention to invention, arrangement, and style and closely supervised practice in reading and writing. Students must complete ENGL A101 with a grade of C or better in order to fulfill English general education requirements.

ENGL A101L **Intensive English Composition Lab. (1)** Intensive practice in targeted composition skills. Special attention devoted to mechanics and syntax.

ENGL A102 **Composition and Literature. (3)** (Prereq: Grade of C or better in ENGL A101) A course in the writing of expository and critical essays with an introduction to literature and including a research paper. Students must complete ENGL A102 with a grade of C or better in order to fulfill English general education requirements.

ENGL A110 **ESOL Conversational English. (3)** Intensive oral-aural practice in conversational English with an emphasis on spontaneous discourse and pronunciation and fluidity, as well as knowledge of academic language, and competency in verbal use of standard English grammar practices. (May be repeated for a maximum of 6 hours of credit; may be taken concurrently with ENGL A111; students required to take this course make not take ENGL A101 or ENGL A102 concurrently.)

ENGL A111 **ESOL Reading & Writing. (3)** A course designed to offer practice in and promote further development of essential reading and writing skills for those students for whom English is their second or other language. (May be repeated for credit up to 6 hours; students required to take ENGL A111 may not take ENGL A101 or A102 concurrently; may be taken concurrently with ENGL A110.)

ENGL A150 **Introduction to Digital Humanities. (3)** An introduction to the practices and principles of digital humanities, the academic discipline that involves the application of computer technologies to humanities studies. Students learn a wide variety of techniques for digital description, curation, and analysis, including initial practice in using these tools on digital content collections.

ENGL A245 **Introduction to Professional Writing. (3)** An introduction to the rhetorical principles and formats associated with writing in the workplace with specific emphasis on audience awareness, concision, collaboration, document design, and digitally-mediated writing.

ENGL A250 **Rhetorical Grammar. (3)** This course will enable writers to gain more confidence in their writing (1) by understanding the many, varied structural and stylistic choices of the English language, (2) by increasing their ability to talk consciously about their writing choices as they revise their papers, and (3) by recognizing the rhetorical effects their choices may have on their readers. Special attention will be given to audience expectations, sentence rhythm and cohesion, coordination and subordination, punctuation, modifiers, and diction.

ENGL A264 **Introduction to Creative Writing. (3)** A beginning course in the theory and practice of writing poetry, fiction, and drama.

ENGL A268 **Studies in Applied Writing. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Comprehensive study of selected topics in applied writing and writing instruction. Choice of topic varies with instructor.

ENGL A275 **Introduction to Literary Criticism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of the major theories of literary criticism. Students will learn how to discover and create meaning from literary texts by responding to and interpreting those texts in different ways; they will gain practice in criticizing literary works with the aim of establishing standards of judgment.

ENGL A280 **Studies in Literature**. **(3)** Comprehensive study of selected topics in literature. Choice of topic varies with instructor.

ENGL A284 **Survey of American Literature I. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of American literature from its beginning to the Civil War.

ENGL A285 **Survey of American Literature II. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of American literature from the Civil War to the present.

ENGL A286 **Survey of African-American Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of African-American literary history from the oral traditions of slavery to contemporary forms.

ENGL A288 **Survey of British Literature I. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive reading in the works of major writers from the Beowulf poet through the 17th century.

ENGL A289 **Survey of British Literature II. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive reading in the works of major writers from the 18th century through the Modern Age.

ENGL A290 **Introduction to Women's Literature (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of literature by women writing in the English language. The course is historically based and emphasizes women's perceptions of themselves as writers and participants in their own culture.

ENGL A291 **Introduction to Non-Western Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of selected literatures of non-Western cultural traditions.(Satisfies the non-Western world studies requirement)

ENGL A292 **S.T.E.M. Literature. (3)** A study of works of literature whose primary tensions reveal truths about the sciences, technology, mathematics, business, psychology, and other areas of study outside or adjacent to the Humanities. A close look at literature's role in narrativizing and thus clarifying the animating concerns of disciplines across campus, while simultaneously exploring the potentials of S.T.E.M. for humanist education.

ENGL A293 **Introduction to Film. (3)** A study of film as an art form with particular attention given to genres and stylistic techniques. A history of the cinema and an analysis of the elements that make up a film will also be a focus.

ENGL A294 **Sports Literature. (3)** This course will survey exemplary fictional and non-fictional texts within the genre of sports literature.

ENGL A301 **Introduction to Human Language. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the design and function of human language: sound systems, word systems, and sentence patterns; language acquisition; language history; relationships to social contexts and to the mind. English will be the primary language for illustration. This course fulfills the general education requirement in the humanities.

ENGL A315 **Science Fiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of science fiction that offers students an opportunity to explore a significant literature of what is generally called "pop-culture" in relation to the generally acknowledged literary canon, and to explore its importance in an academic setting.

ENGL A345 **Business Writing. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive practice in different types of business writing, from brief letters and marketing materials to formal policy recommendations and reports. Analysis and practice of typical workplace formats such as procedure writing and grant writing.

ENGL A360 **Composition Studies. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of composition and rhetorical theories within a practical context. The study of relevant movements, figures and texts will provide an introduction to the principles of teaching writing.

ENGL A363 **Recording Oral History. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Oral history shares in the methods of folklore, journalism, cultural studies, psychology, and literary narrative. Students will elucidate the experiences of a select group of people, and preserve these experiences in video and written formats. Each student will prepare for, conduct, transcribe, and index an interview.

ENGL A364 **Studies in Editing and Publishing. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) This course is designed to give students an understanding of publishing markets from the perspective of both editors and writers as well as hands-on experience with both sides of the publishing process.

ENGL A365 **Freelance Writing. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) This course will focus on what it means to be a freelance writer, including how to analyze and produce some of the most common freelance writing genres (such as technical instructions, web copy, resumes, and online articles), how to edit and proofread work, how to avoid pitfalls and stay organized, how to locate and secure clients, how to market a skillset, and how to produce an effective online portfolio.

ENGL A370 **Film and Literature. (3)** This course will compare novels and other literary genres with their filmed versions to illuminate the particular nature of each medium.

ENGL A380 **Studies in Literature. (3)** Comprehensive study of selected topics in literature. Choice of topic varies with instructor.

ENGL A381 **Studies in Film Genre. (3)** This course will focus on a selected film genre (such as Westerns, film noir, war films, detective stories, etc.) and examine its characteristics.

ENGL A385 **Studies in Non-Western Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study in selected topics focusing on the non-Western world. (Satisfies the non-Western world studies requirement)

ENGL A386 **Caribbean Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) This course is a study of literature of the Caribbean region, covering poetry, short stories, and novels.

ENGL A389 **Mythology. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the nature and significance of myths from around the world.

ENGL A390 **Great Books of the Western World. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A comparative study (in translation) of great books from antiquity to the present. Specific literary era(s) studied will vary with instructor.

ENGL A391 **Gothic Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A comparative study of Gothic Literature across multiple cultures in its concurrent European and American traditions. Students will examine the heyday of Gothic Literature from the eighteenth to the twentieth centuries, with special focus on its major British expressions in the Romantic and Victorian periods and American transformations like the Southern Gothic.

ENGL A393 **Film and Society. (3)** (Prereq: Grade of C or better in ENGL 101 and 102) Film as cultural text, with special emphasis on the relation between the film and its cultural/critical context.

ENGL A394 **Images of Women in Film & Fiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the evolving images of women as they are presented in film and fiction.

ENGL A395 **The Graphic Novel. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of graphic novels or book-length comics with emphases on genre, literary elements, and visual design and style. Graphic novels from the United States as well as European and Non-western countries will be examined.

ENGL A396 **Global Women Writers. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative global women writers across multiple cultures and continents with particular attention given to commonalities and differences in their topics and themes. Both traditional and emerging writers will be studied. (Satisfies the non-Western world studies requirement)

ENGL A400 **Earliest English Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102). A study of the literature of Early Medieval England from the 5th to 11th centuries, focusing on the literary and cultural concerns of the English as part of a larger corpus of medieval Germanic literature. Texts will be read in Modern English translations of Old English and Latin originals.

ENGL A401 **Chaucer. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Chaucer's works, with special attention to *The Canterbury Tales*.

ENGL A405 **The English Renaissance. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Literature of the English Renaissance, in its cultural contexts, explored through representative works.

ENGL A407 **Shakespeare. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the plays of Shakespeare.

ENGL A412 **Contemporary British Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative contemporary British writers since World War II with special emphasis on the cultural context of the works and their place in the tradition.

ENGL A417 **Romanticism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of the 18th century transition from Classicism to Romanticism and of the 19th century masters: Wordsworth, Coleridge, Byron, Shelley, and Keats.

ENGL A419 **The Victorian Age. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of Victorian prose and poetry.

ENGL A423 **Modern British Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of 20th century British literature with representative readings from the poets, the dramatists, and the novelists.

ENGL A424 **Studies in British Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of selected topics.

ENGL A425 **Early American Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works from the nation's colonial beginnings to 1800 with special emphasis on Puritan, Neoclassical, and Pre-Romantic writers.

ENGL A426 **American Romanticism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative works from 1800 to the Civil War with special emphasis on such major figures as Poe, Hawthorne, Melville, Emerson, and Thoreau.

ENGL A427 **American Realism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of

representative works from the Civil War to 1910 with special emphasis on such literary subcategories as naturalism and the local color movement and such major figures as Whitman, Dickinson, Crane, Twain, and James.

ENGL A428 **Modern American Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of American thought in literature since the beginning of the twentieth century to the twenty-first century. Particular emphasis is placed upon the rise of Modernism to the evolution to Postmodernism, with focus on multicultural literatures.

ENGL A429 **Contemporary American Literature (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of American literature from 1980 to today. Particular emphasis is placed upon multicultural writers, different genres, and emerging movements in contemporary American literature.

ENGL A430 **Southern Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of representative writers of the American South with special emphasis on the cultural context of the works.

ENGL A431 **American Autobiography. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A survey of American autobiography that considers work by writers of various backgrounds, cultures, and historical periods.

ENGL A449 **Studies in American Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of selected topics.

ENGL A450 **English Grammar. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Study of traditional, structural, and generative systems of English.

ENGL A453 **History of the English Language (3)** (Prereq: Grade of C or better in ENGL A101 and A102) English from Indo-European through Germanic and into Old English, Middle English, and Modern English. No previous knowledge of Old English or Middle English is required.

ENGL A454 **Old English Language. (3)** (Prereq: Grade of C or better in ENGL A101 and A102). A study of the English language from ca. 450 to 1100 CE, including the phonology, morphology, lexicon, semantics, syntax, and orthography of English in both prose and verse.

ENGL A455 **Middle English Language. (3)** (Prereq: Grade of C or better in ENGL A101 and A102). A study of the English language from ca. 1100 to 1500 CE, including the phonology, morphology, lexicon, semantics, syntax, and orthography of English in both prose and verse.

ENGL A456 **Old Norse Language. (3)** (Prereq: Grade of C or better in ENGL A101 and A102). A study of the grammatical system(s) of medieval Scandinavian language from its origins to ca. 1500 C.E., with emphasis on translation of medieval Scandinavian texts.

ENGL A457 **Beowulf in Old English. (3)** (Prereq: Grade of C or better in ENGL A454). Translating the Old English poem Beowulf into modern English, with focus on the linguistic elements of Old English as they intersect with the literary elements of the poem.

ENGL A459 **Studies in English Linguistics. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of selected topics.

ENGL A460 **Advanced Composition. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive practice in different types of expository and persuasive nonfiction writing. The course will focus on both different writing processes and different forms of written discourse used to generate meaning, clarify understanding, and influence thought and action.

ENGL A461 **Writing About the Arts. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Workshop in writing about the fine and performing arts, including an introduction to the vocabulary of the arts and practice in composing critical responses to selected campus cultural offerings.

ENGL A462 **Technical Writing. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Preparation for and practice in reporting technical information logically and lucidly for a variety of audiences.

ENGL A463 **Writing Workshop - Nonfiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Practice and discussion of the basic techniques of writing creative nonfiction, such as memoir, personal essay , nature essay, and travel memoir. May be repeated for a maximum of 6 credit hours.

ENGL A464 **Writing Workshop-Poetry. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Practice and discussion of basic techniques of writing poetry. May be repeated for a maximum of 6 credit hours.

ENGL A465 **Playwriting (=THEA A465) (3)** (Prereq: Grade of C or better in ENGL A101 and A102.) Practice and discussion of basic techniques of writing plays. May be repeated for a maximum of six hours. Cross-listed with THEA A465.

ENGL A466 **Writing Workshop - Fiction. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Practice and discussion of basic techniques of writing fiction. May be repeated for a maximum of 6 credit hours.

ENGL A467 **Argumentation. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A writing intensive study of the rhetorical principles of argument, focusing most closely on written argument in contemporary American culture. Students will be expected to produce written work that applies the formal structure, rhetoric, and logic of argument to an assortment of topics and issues.

ENGL A468 **Studies in Writing. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Advanced theory and practice in selected genres. Choice of genres to be studied varies with instructor. May be repeated for a maximum of 6 credit hours.

ENGL A470 **Digital Humanities Research. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Extensive practice in different technologies and philosophies in Digital Humanities.

ENGL A480 **Studies in Literary Criticism. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of specific topics in literary criticism both in theory and practice. Choice of topic varies with instructor.

ENGL A485 **Adolescent Literature [=EDRD A485]. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) A study of materials intended for young adults (13-19) with emphasis on the process of evaluating these materials to meet the educational, cultural, and recreational needs of young adults. The

characterization of adolescents in literature and the historical development of the writing of literary works for adolescents are examined. This course is cross-listed with EDRD A485 Adolescent Literature.

ENGL A486 **Comparative Black Literatures. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) This course is a comparative study of representative black writers across Africa and the diaspora with special emphasis on the cultural, historical, and literary connections between traditions.

ENGL A491 **Studies in Comparative Literature. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive studies in selected topics.

ENGL A492 **Major Film Directors. (3)** Intensive study of one (or two) major film directors. This is a special topics course; choice of director or directors varies with instructor.

ENGL A493 **Major Film Directors. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Study of nonwestern films as cultural texts, with special emphasis on the relation between the film and its cultural/critical context.

ENGL A494 **Studies in Major Authors. (3)** (Prereq: Grade of C or better in ENGL A101 and A102) Intensive study of one or two major authors. This is a special topics course; choice of author or authors varies with instructor.

ENGL A495 **Independent Reading and Research. (3)** (Prereq: Grade of C or better in ENGL A101 and A102 and consent of instructor)

ENGL A496 **Senior Thesis. (3)** (Prereq: Grade of C or better in ENGL A101 and A102, Senior standing, minimum 3.0 GPA, completion of at least 12 hours at the 300 level or above, permission of instructor and department chair). Directed independent research and writing project. The English major may choose to explore in depth a literary topic of special interest or to produce an original work and to place this work into the context of the appropriate tradition. Topic choice will be made by student and instructor with approval by department chair. The thesis of 25-30 pages (or equivalent as determined by the committee) will be defended before a committee of three faculty members, including the thesis director, the department chair and /or Writing Assessment Director, and one additional faculty member chosen by the student. All thesis students and their faculty directors will meet as a group during the semester for discussion of the process. A transcript designation, “Exceptional work on the senior thesis,” may be given if recommended by the faculty thesis committee.

ENGL A497 **Directed Internship. (1-3)** (Prereq: Grade of C or better in ENGL A101 and A102, Junior standing, departmental permission) Supervised professional experience in writing. (May be repeated for a maximum of 6 credit hours)

ENGL A499 **Senior Seminar. (3)** (Prereq: Grade of C or better in ENGL A101 and A102, Senior standing, completion of at least 12 hours at the 300 level or above, consent of instructor). A seminar in which the students apply to instructor-selected literature the critical and analytical skills developed in their previous course work. Students will produce a critical analytical paper of approximately fifteen pages on literature of their own choosing. The course will culminate in an oral defense of the final paper within the context of the seminar and before the faculty seminar committee.

Department of History, Political Science, and Philosophy

VACANT, *Department Chair*

Faculty

Professor

- Roger A. Deal, Ph.D. - History

Associate Professors

- Heather Peterson, Ph.D. - History
- Samuel Pierce, Ph.D. - History
- Sarah Young, Ph.D. - Political Science

Assistant Professor

- Sarah King, Ph.D. - History
- Dakoda Trithara, Ph.D. - Political Science

Senior Instructor

- Alexia J. Helsley, M.A. - History

Adjunct Faculty

- Christos Bourdouvalis, Ph.D. - Political Science
- Maureen Burgess, Ph.D - History

Distinguished Professors Emeriti

- Carol S. Botsch, Ph.D - Political Science
- Robert E. Botsch, Ph.D. - Political Science - *Carolina Trustee Professor*
- James O. Farmer, Ph.D. - History
- Elaine Lacy, Ph.D. - History
- Valdis O. Lumans, Ph.D. - History - *Carolina Trustee Professor*
- Girma Negash, Ph.D. - Political Science

Professor Emerita

- Blanche Premo-Hopkins, Ph.D - Philosophy

Degree Requirements

In order to be awarded a bachelor's degree with a major in history or a major in political science, students must complete the basic requirements listed below and specific major requirements. The basic requirements include general education requirements (see Academic Affairs and Regulations) and either a minor (18 hours) in a discipline other than the major discipline, or a cognate (12 hours), consisting of advanced courses in at least two different disciplines related to the student's major interest. Political science and history majors who either have a completed degree in another field, or are working on another degree concurrently, or have declared a double major, are not required to have a minor or cognate as a requirement for graduation. All course work counting towards the major, minor or cognate must be completed with at least a C grade. Courses in which a grade less than C is made may be repeated. Electives, courses not counting towards the general education requirements, major requirements, or either the minor or cognate should be chosen to provide the student with the broadest possible education. Developmental courses will not count toward the 120 hour requirement for a bachelor's degree in this department. The maximum number of credit hours for activities courses accepted for credit towards a political science or a history degree is four.

The department chair will determine the applicability of all transfer courses towards degrees granted in the department. Transfer students working towards a degree in history or political science must take a minimum of 12 hours of major requirement courses at USC Aiken. It is the student's responsibility to plan a suitable course of study for her/his goals and to consult frequently with a major advisor as to the selection of courses. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Technological Literacy in History and Political Science

History and political science majors receive fundamental information technology instruction and develop basic computer skills needed for their respective fields in their required methodology courses, HIST A300 and POLI A301. All other Department courses, surveys as well as upper level courses, require some exposure to computer technology, from simple word-processing, to internet and Web-usage, to more complex data manipulation. The particular mode of technology is left to the discretion of the instructor and the nature of the course.

History Department Mission Statement

The History Program, an exclusively undergraduate program leading to the BA degree, supports the USC Aiken mission as written in the *USC Aiken Bulletin* and is designed to achieve these goals. In addition the faculty have accepted the following specific mission: 1) contribute to the humanistic, liberal education of all USCA students; 2) prepare history majors to meet program requirements and ultimately receive the BA degree in History; 3) provide auxiliary services for other disciplines (e.g., history courses as electives, cognates, minors and other curriculum majors to meet program requirements and ultimately receive the BA degree in History; 3) provide auxiliary services for other disciplines (e.g., history courses as electives, cognates, minors and other curriculum requirements); 4) contribute to the overall development of the USC Aiken academic community through faculty services activities; 5) contribute academic and scholarly expertise to the Aiken community and beyond. The history faculty strives to fulfill this mission primarily through instruction, research, and service, in particular the emphasis on pursuit of academic excellence.

History Honors Recognition

Senior History majors (90 hours or more) will be considered, by the department, as a "History Honors Major," upon completion of the Senior Capstone, HIST A499, with the grade of A.

History majors may take up to nine hours of independent study in history that will count towards the major and six hours in other disciplines for a maximum 15 hours of independent studies.

B.A. in History

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

HIST A300 should be taken as soon as possible after a history major attains sophomore status (30 hours).

Bachelor of Arts
Major in History

Total credit hours required: 120

1. General Education Requirements..... 31

- COMM A201 or A241 3
- ENGL A101..... 3
- ENGL A102..... 3
- HIST A101 or A102..... 3
- HIST A201 or A202..... 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab)..... 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements..... 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1]..... 33

- HIST A300 The Historian's Craft 3
- HIST courses 300-level and above 27

The 27 hours must be distributed as follows[2]:

- United States History..... 6
- European History..... 6
- Non-Western History 6
- History Electives..... 12

At least 12 hours of the 27 upper-level courses must be at the 400 level.

4. Cognate or Minor..... 12-18

Cognate..... 12

Minor 18

5. Free Electives (min.)..... 23

TOTAL hours required (min.)..... 120

[1] Must earn a grade of C or better.

[2] The department will determine the field of any course whose subject is general in nature and does not clearly fit any of the three fields.

Minor in History

All courses must be 300-level or higher.

Requirements:

- HIST A300, The Historian's Craft 3
- U.S. History 6
- Non-U.S. History 6
- Any area of History (student's choice)..... 3

Total hours required..... 18

Political Science Department Mission Statement

The Political Science Program, an exclusively undergraduate program leading to the BA degree, supports the USC Aiken mission as written in the *USC Aiken Bulletin* and is designed to achieve these goals. In addition the faculty accepted the following specific mission:

1) contribute to the humanistic, liberal education of all USC Aiken students; 2) prepare political science majors to meet program requirements and ultimately receive the BA degree in Political Science; 3) provide auxiliary services for other disciplines (e.g., political science courses as electives, cognates, minors, and other curriculum requirements); 4) contribute to the overall development of the USC Aiken community through faculty service activities; 5) contribute academic and professional expertise to the Aiken community and beyond. The faculty strives to fulfill its mission primarily through instruction, research, and service, and especially the pursuit of academic excellence.

Bachelor of Arts
Major in Political Science

Total credit hours required: 120

1. General Education Requirements..... 31

- COMM A201 or A241 3
- ENGL A101..... 3
- ENGL A102..... 3
- HIST A101 or A102..... 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab)..... 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements..... 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1]..... 36

A. Core Courses 24

- POLI A121, A122 or A123, A201, A301[2]..... 12
- American Government (POLI A302, A303, A352, A353,A368, A461, A463, A467 or A469) 3
- International Relations/Comparative Politics (POLI A315, A316, A317, A340, A344, A420, A440, A465, A481, or A487)..... 3
- Political Theory (POLI A320, A321, A322, A421, A422,

A423, or A431) 3

- Public Policy and Administration (POLI A370, A373, A374, A458, A471, or A472) 3

B. Electives[1,3] **12**

- Any POLI 300-level and above

  For those who qualify, an approved POLI A500-Senior Honors Thesis[4]

4. Cognate or Minor 12-18

Cognate 12

Minor 18

5. Free Electives (min.) 19

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

[2] POLI A301 should be taken as soon as possible after a political science major attains sophomore status (30 hours).

[3] Political science majors may take up to nine hours of independent study in political science that will count towards the major and six hours in other disciplines for a maximum of 15 hours of independent study.

[4] Requires a 3.5 GPA in major courses and permission of instructor.

Minor in Political Science

Requirements:

- POLI A121, A122, or A123. 3
- POLI A301 Scope and Methods of Political Science 3
- American Government (POLI AA302, A303, A352, A353, A368, A461, A463, A467, or A469) 3
- International Relations/Comparative Politics (POLI A315, A316, A317, A340, A344, A420, A440, A465, A481, or A487) . 3
- Political Theory (POLI A320, A321, A322, A421, A422, A423, or A431) 3
- Public Policy and Administration (POLI A370, A373, A374, A458, A471, or A472) 3

Total hours required 18

Minor in International Relations

Requirements 6

- POLI A122 Introduction to International Relations
- POLI A123 Introduction to Comparative Politics

Four of the following courses: 12

- POLI A315 International Politics
- POLI A316 Comparative Politics
- POLI A317 Democracy and Dictatorship
- POLI A340 Conduct and Formulation of US Foreign Policy
- POLI A344 International Political Corruption
- POLI A410 Global Digital Politics
- POLI A419 International Organization(s)
- POLI A420 International Law
- POLI A440 Russian and Post-Soviet Foreign Policy
- POLI A481 European Integration
- POLI A487 Politics and Governments of Africa

Total hours required 18

Minor in International Studies

Requirements:

1. Humanities 3

(one of the following is required):

- ARTH A105, A106, A312 or A397
- A non-US literature course above the 200 level
- HSSI A201 Peace Studies
- COMM A450 Intercultural Communication
- Language 200 level or greater

2. Anthropology/Geography/Sociology 6

(two of the following are required):

- ANTH A102 Understanding Other Cultures
  or upper level cultural anthropology course
- GEOG A101 Geography of the Developed World,
  or GEOG A102 Geography of the Developing World,
  or other non-US geography course
- SOCY A410 Social Demography

3. International History 3

- Any non-US history above the 300 level

4. International Relations 6

(two of the following are required):

- POLI A122 Introduction to International Relations
  or POLI A123 Introduction to Comparative Politics
- POLI A315 International Relations
- POLI A316 Comparative Politics
- POLI A317 Democracy and Dictatorship
- POLI A344 International Political Corruption
- POLI A410 Global Digital Politics
- POLI A419 International Organization(s)
- POLI A420 International Law
- POLI A440 Russian and Post-Soviet Foreign Policy
- POLI A481 European Integration
- POLI A487 Government and Politics of Africa

Total hours required 18

Philosophy

Several courses in philosophy are offered. Students contemplating a major in philosophy can complete at least the first two years of a standard curriculum at USC Aiken and transfer to another college to complete their degree. Students may include philosophy as a

concentration or component of the BIS program.

Minor in Philosophy

Requirements.....6

- PHIL A102 Introduction to Philosophy
- PHIL A110 Introduction to Formal Logic

One of the following: 3

- PHIL A302 Ancient Philosophy
- PHIL A303 17th and 18th Century Philosophy and Science
- PHIL A304 19th and 20th Century Philosophy

Three additional courses: 9

- Any courses with the PHIL acronym

  No more than two of the following courses:

  - POLI A320 Introduction to Political Theory
  - POLI A321 Sexual Politics and Political Theory
  - POLI A322 American Political Theory
  - PSYC A300 History and Systems of Psychology
  - SOCY A496 Sociological Theory

Total hours required.....18

Law

A pre-law student may select virtually any undergraduate major in preparation for law school. Students interested in pursuing a law degree may enroll in one of several different bachelor's degree programs at USC Aiken, including English, Sociology, Political Science, History, Psychology, and Business. The two most common pre-law majors are political science and history.

Students considering law school should take more than the required number of Writing Intensive courses, and should consider taking at least one semester of HIST/POLI A303 prior to applying to law school.

Minor in Pre-Law

Requirements:

1. Ethical Reasoning 3

- PHIL A111, A211, A325, or A350

2. Exposure to the Law 3

- POLI/HIST A302, HIST A430, or POLI A431

3. History and Political Institutions.....6

- HIST A300, HIST A302, HIST A340, HIST A341, HIST A342, HIST A371, HIST A464, POLI A302, POLI A322, POLI A352, POLI A353, POLI A370, POLI A373, POLI A374, POLI A420, or POLI A461

4. Electives.....6

- PHIL A110*, HIST A300, HIST A303, HIST A340, HIST A341, HIST A342, HIST A464, HIST A371, POLI A303, POLI A322, POLI A352, POLI A353, POLI A370, POLI A373, POLI A374, POLI A420, POLI A461, SOCY A353, SOCY A355, SOCY A356, or an internship that is legal in nature (HIST A400 or POLI A399)

  * any student who has not taken PHIL A110 to satisfy the Math/Statistics/Logic requirement must take it as an elective in the minor.

Total hours required.....18

Certificate in Paralegal Studies

Pending SC CHE Approval. The USCA Paralegal Studies Certificate program provides students with the foundational legal knowledge and practical skills needed to support attorneys in a variety of legal settings. Integrated within a four-year degree, the program emphasizes legal research and writing, attorney support, ethics, and substantive areas of law, preparing graduates for entry-level paralegal roles. The certificate is also available to non-degree-seeking students, offering focused legal training to help professionals advance in their current roles or transition into a paralegal career. Students complete two core courses and choose from a variety of topical courses that suit their individual career needs.

Requirements:

- HIST /POLI A302 Introduction to the Law 3
- PLAW A304 Introduction to Paralegal Practice 3
- PLAW A305 Topics in the Legal Profession* 6

  * students must earn six PLAW A305 credits, up to three of which may be completed through an internship(s).

Total hours required.....12

Religious Studies

Several courses in religious studies are offered. Students contemplating a major in religious studies can complete at least their first two years at USC Aiken. Students may include religious studies as a concentration or component in the BIS degree.

Minor in Religious Studies

Requirements:

- PHIL A102 Introduction to Philosophy 3
- RELG A101 and A103 6

One of the following courses: 3

- ANTH A352 Anthropology of Magic and Religion
- HIST A341 Religion in America: A Historical Survey
- RELG A301 Introduction to the Hebrew Bible
- RELG A302 Introduction to Early Christian Writings

Two additional courses selected from: 6

- ENGL A389 Classical Mythology
- ENGL A425 Early America Literature
- HIST A441 Topics in Religious History
- HSSI A201 Peace Studies
- PHIL A211 Contemporary Moral Issues

- PHIL A302 Ancient Philosophy
- PHIL A311 Ethics
- RELG A390 Topics in Religious Studies
- Any of the courses listed above in III not taken to fulfill item III

Total hours required.....18

Course Descriptions

History (HIST)

HIST A101 **Introduction to World Civilizations to 1750. (3)** A survey of the social, economic, cultural, and political development of the major world civilizations of Europe, Asia, Africa, and the Western Hemisphere from prehistory to ca. 1750.

HIST A102 **Introduction to World Civilizations Since 1750. (3)** A survey of the social, economic, cultural, and political development of the major world civilizations of Europe, Asia, Africa, and the Western Hemisphere from ca. 1750 to present. (HIST A101 is not a prerequisite for HIST A102).

HIST A201 **History of the United States to 1865. (3)** A general survey of the history of America from the sixteenth century through the Civil War, emphasizing major political, economic, social, cultural, and intellectual developments. This course as designed and taught at USCA, satisfies the South Carolina REACH Act of 2021.

HIST A202 **History of the United States from 1865 to the Present. (3)** A general survey of the history of America from the Civil War to the present, emphasizing major political, economic, social, cultural, and intellectual developments. (HIST A201 is not a prerequisite for HIST A202.) This course as designed and taught at USCA, satisfies the South Carolina REACH Act of 2021.

HIST A300 **The Historian's Craft. (3)** (Prereq: Sophomore standing [30 hours] or permission of instructor) An introduction to history as a discipline, emphasizing the development of critical reading, thinking, and writing skills through historiography and primary source analysis.

HIST A302 **Introduction to the Law. [=POLI A302] (3)** This course will serve as a 3-credit introduction to the basics of trial technique, legal theory, legal history, and case construction.

HIST A303 **Legal Competition. [=POLI A303] (1)** (Prereq: consent of the instructor) Students enrolled in this course will learn advanced trial technique, legal writing, legal theory, legal history, legal ethics, and case construction through participation in a competitive legal activity. This course is repeatable for credit with the instructor's permission; under normal circumstances, students must have successfully completed last year's class and season to be eligible for re-enrollment.

HIST A319 **The Birth of Europe. (3)** A survey of the formation and development of Europe from the 4th to 14th centuries. Emphasis upon the emergence of European culture and the interaction between western Europe and the Byzantine/Islamic East.

HIST A320 **Early Modern Europe, 1300-1789. (3)** A survey of the dynastic, territorial states of Europe from the Renaissance to the French Revolution.

HIST A321 **Modern Europe. (3)** A survey of the development of the modern nation state from the French Revolution to the present.

HIST A330 **Colonial America. (3)** The European migration to America, the founding of the English colonies, the major aspects of colonial life, society, customs, and institutions in the 17th century and the developing maturity and transformation of the colonies in the 18th century.

HIST A331 **The American Revolutionary Era. (3)** The background, causality and unfolding of the Revolutionary Era, the course of the War for Independence, the establishment of the Confederation and the Constitution, and the early development of the new nation to 1815.

HIST A332 **Antebellum America. (3)** The political, economic, social, and cultural development of the United States in the antebellum era, focusing on the rise of an industrial society, the evolution of participative democracy, the rise of "the West," the role of immigration in building America, and the role of reform movements in shaping the United States.

HIST A334 **The Era of Civil War and Reconstruction, 1850-1877. (3)** The political, military and social history of the Civil War era and the reorganization in the United States which followed the war.

HIST A335 **Emergence of Modern America, 1877-1920. (3)** A survey of late nineteenth-century and early twentieth-century United States history with emphasis on the economic, cultural, and resulting political developments from the end of Reconstruction through 1920.

HIST A337 **The US in the 1960s. (3)** An exploration of the social, political, and cultural changes that shaped the United States in the "long sixties," from the late 1950s through the early 1970s. Major topics include the Civil Rights Movement, the Vietnam War, Black Power, the Women's Movement, the Counterculture, the presidential elections of 1960–72, and political realignment.

HIST A338 **Contemporary United States. (3)** A history of the United States from the New Deal to the present. Emphasis is placed on social-cultural, economic, military, and political changes resulting from the New Deal, World War II, and the Cold War.

HIST A340 **Survey of African American History. (3)** A topical study of African-American history from colonial times to the present.

HIST A341 **Religion in America: A Historical Survey. (3)** A survey of the historical development of religion in America from the Puritan experience through contemporary religious pluralism.

HIST A342 **Immigration, Race, and Ethnicity in America (3).** An exploration of the major themes and debates in American immigration history. Topics include key migration waves, immigration policy, acculturation and attitudes toward immigrants, shifting constructs of ethnicity and race, and immigration patterns. Methodological issues in researching immigration history will also be explored.

HIST A343 **Poverty in America. (3)** A historical exploration of poverty in America, considering its social, economic,

political, and cultural dimensions and the ways in which people's experiences vary with time and place.

HIST A345 **Early Islamic Civilization. (3)** A survey of the Islamic world from its 7th-century beginnings to the Mongol conquests of the early 15th century. Covers origin and spread of Islam, the political and cultural evolution of the Umayyad and Abbasid states, and developments in Islam beyond the Middle East.

HIST A346 **The Ottoman Empire. (3)** A survey of the Ottoman Empire from 1299-1922. Examines the origins of the Ottoman Empire and its expansion at the expense of the Byzantine empire, the growth of the Ottoman state to its position as the preeminent Islamic Empire, its efforts to maintain its power in its struggle with European imperialism, and its collapse as a result of World War I.

HIST A347 **The Modern Middle East. (3)** The history of the Middle East from World War I to the present. Topics include European colonialism and post-colonialism, Zionism, nationalism, modernization and Westernization, and modern Islamist political movements.

HIST A351 **South Carolina Heritage. (3)** A survey of South Carolina history from its Native American origins to the present. Major topics include the context of its founding, its maturation and "golden age," its role in the Revolution, internal divisions, including slavery, and their resolution, conflicts with the federal government and their climax in war and reconstruction, the slow recovery from these traumas, and the state's gradual modernization.

HIST A361 **Early Latin America: From European Discoveries Through Independence. (3)** The establishment and consolidation of European empires in Central and South America; the formation of political, social, economic, and cultural traditions of Latin America; the struggle for political independence. Satisfies non-Western world studies requirements.

HIST A362 **Modern Latin America: From Independence to the Present. (3)** The consequences of independence; the evolution of Latin America society, culture, economy, and states since independence; the problems of modernization and development from the period of independence to the present. Satisfies non-Western world studies requirements.

HIST A365 **First People of the Americas. (3)** First People of the Americas is a Non-Western 3 credit course that looks broadly at Native Societies and Civilizations across the Americas examining issues such as: The Rise and Fall of Civilizations & Empires, Social & Cultural Developments, Contact and Conquest, Extermination, Assimilation, & Resistance.

HIST A366 **Modern East Asia. (3)** A survey of the political, social, and economic development of the four major East Asian societies and civilizations, China, Japan, Korea, and Vietnam, from earliest times to the present, with emphasis on the 19th and 20th centuries. Satisfies non-Western world studies requirements.

HIST A370 **Introduction to Public History. (3)** A survey of the practice of history in non-academic settings -- archives, museums, historic preservation and state and national parks. Also, public historians' methods for interpreting and defining the past using governmental archives, manuscripts, archaeology, and clues from the built environment.

HIST A371 **History of Genocide and Ethnic Cleansing. (3)** An examination of mass violence in the twentieth century. The course will look closely at the motives of perpetrators as well as efforts to prevent future violence, beginning with the Ottoman attacks on Armenians during World War I and moving forward to the genocidal violence in Rwanda in the 1990s.

HIST A372 **Plagues and People: Illness and Medicine in America. (3)** Course explores the biological and cultural meanings of illness and health, the causes of diseases, and the efforts of humans to heal.

HIST A374 **History of Science. (3)** Addresses major revolutions in Western scientific thought from the Copernican Revolution to the present through historical contexts and cultural meanings. Examines interrelationship between science and society (religion, economics, politics, art).

HIST A375 **History through Film. (3)** An exploration of the connection between film and historical events, eras, people, and ideas. Topics will vary.

HIST A376 **History through Biography. (3)** An exploration of a historical event, era, person, or theme through the critical analysis of sources like diaries, memoirs, autobiographies, and biographies. Topics will vary.

HIST A377 **Popular Culture in US History. (3)** An exploration of popular culture in the United States and the ways in which film, music, television, and other forms of popular culture have reflected and shaped broader changes in American society. Topics will vary.

HIST A385 **History of Disability. (3)** This course surveys the evolution of disability care from the Enlightenment until the late twentieth century, with emphasis on intellectual and developmental disability in Europe. Key topics include the rise and fall of institutionalization, the eugenics movement, the development of special education, and the origins of the disability rights movement.

HIST A386 **War in the 20th Century. (3)** A study of the 20th century themes of nationalism, totalitarianism, and imperialism. Extensive use of documentaries and feature films illustrate these themes.

HIST A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

HIST A400 **Directed Internship. (3)** (Prereq: Junior and Senior Standing) Supervised professional, applied experience in field of history. May be repeated for a maximum of 6 credit hours. A signed contract is required.

HIST A420 **Nationalism in Europe. (3)** (Prereq: HIST A101 or HIST A102) An investigation of the origins and spread of nationalism, as both an idea and a political movement, since the French Revolution.

HIST A421 **Vikings. (3)** (Prereq: HIST A101 or HIST A102) Survey of the "Viking Age," roughly c. 780 - 1070, that examines the roles of geography, economics, and seafaring skills in the launch and success of the Viking movement; the differing impacts of this diaspora on Eastern and Western Europe, the British Isles, the North Atlantic and the Mediterranean, and the legacy of these daring seafarers.

HIST A422 **Europe in Crisis. (3)** (Prereq: HIST A101 or HIST A102) A study of Europe's history from 1919-1939,

including the failure of the Treaty of Versailles, the rise of fascism and communism, economic turmoil, and the origins of World War II.

HIST A423 **History of Mexico. (3)** (Prereq: HIST A101 or HIST A102) A survey of political, social and economic aspects of Mexican history from pre-Columbian times to the present, with an emphasis on modern Mexico. Satisfies non-Western world studies requirements.

HIST A430 **U.S. Constitutional History. (3)** (Prereq: HIST A201 or HIST A202 or HIST A302 or POLI A121 or POLI A201 or POLI A302 or POLI A322 or POLI A431) The evolution of constitutional law and interpretations in the context of broader social, religious, cultural, and political changes from the Articles of Confederation to the present.

HIST A431 **American Patriotism (3).** (Prereq: HIST A201 or HIST A202) An examination of the complex history of American patriotism and how it has influenced the nation's public culture since its founding. Themes include connections with nationalism, war, religion, race and ethnicity, gender, education, entertainment, and sport.

HIST A432 **The Vietnam War (3).** (Prereq: HIST A201 or HIST A202 or HIST A300) This course explores of the origins, realities, and legacies of the US war in Vietnam. Students examine a range of American and Vietnamese perspectives to consider how the war affected people along lines of race, class, gender, and nationality, and to explore the relationships between patriotism, military service, and dissent. Major topics include the historical contexts of French imperialism, Vietnamese nationalism, and the Cold War; the origins of US involvement; the experiences of soldiers, veterans, and civilians; the antiwar movement; legacies of the war in the United States and Vietnam; and memory of the war.

HIST A433 **The US Since 1975. (3)** (Prereq: HIST A202 or HIST A300, or instructor permission) This seminar explores the history of the United States since 1975, with emphasis on political, economic, social, and cultural developments. We will consider a range of historical approaches, as well as the imperatives and limits of doing recent history.

HIST A436 **Topics in African American History. (3)** (Prereq: HIST A201 or HIST A202 or instructor permission) A detailed examination of topics in African American history.

HIST A441 **Topics in Religious History. (3)** (Prereq: any history or religious studies course) A detailed examination of particular topics, events, groups of people, or institutions in the context of religion.

HIST A443 **Food in World History. (3)** (Prereq: HIST A101 or A102) This class examines the significant roles food and cuisines have played in a variety of political and cultural developments, and how historical forces have shaped particular cuisines.

HIST A445 **Samurai to Godzilla: History of Japan. (3)** (Prereq: HIST A101 or higher) This course covers Japanese History from the Heian Period to the present, with a focus on representation, memory, and popular culture. It satisfies the Non-Western requirement.

HIST A446 **Terrorism in the Middle East. (3)** (Prereq: HIST A101 or HIST A102) This course examines the nature of terrorism, and the types, causes, and consequences of terrorism in the greater Middle East from the late 19th century to the present. We look at both state and non-state actors, at ideologies that give rise to terrorism, and at responses to terrorist actions.

HIST A447 **The Arab-Israeli Conflict. (3)** (Prereq: HIST A101 or HIST A102) Examines the historical origins and development of the current conflict between Israel and the Arab countries, particularly Palestine, from the beginning of political Zionism in the late 19th Century to the present.

HIST A448 **Islamic Political Movements. (3)** (Prereq: HIST A101 or HIST A102) Examines the use of Islamic ideals and rhetoric in political movements from the 19th century to the present, how Islam has been and is used in support of democracy and in efforts to overthrow democratic forms of government. Also, Islamic socialism, fundamentalism in Islamic politics, and reformist, modernizing Islamist politics.

HIST A451 **Issues in South Carolina History. (3)** (Prereq: HIST A201 or HIST A202) A detailed examination of some of the forces, personalities, and events that have shaped South Carolina from its founding in 1670 to the present. Completion of HIST A351 is recommended as background.

HIST A464 **American Women's History. (3)** (Prereq: any history course) Topical and chronological study of women's lives and roles as social, cultural, religious, and political actors from the colonial period to the present.

HIST A469 **Digital History. (3)** (Prereq: HIST A201 or HIST A202 or HIST A300) In this course students will consider the digital revolution in the context of the history of media revolutions, explore digital history projects and best practices, and develop and apply digital skills.

HIST A471 **The Dead Speak: New Perspectives on World History. (3)** (Prereq: HIST A101 or HIST A102) "The Dead Speak" explores the human record of the past. Mummies, natural and artificial, offer insights into how human beings lived and died, what they ate, travel and migration, health issues, clothing, technology and social interaction. This course will use current archaeological findings, DNA analysis, and primary historical resources to explore the value and possibilities of studying history from the personal records of those who lived it.

HIST A474 **Issues in Environmental History. (3)** (Prereq: HIST A101 or HIST A102) Topical, geographical, and chronological study of environmental history. Examines human interaction with the natural world, questions of sustainability, aesthetics, urbanization, industrialization, conservation, and environmentalism.

HIST A492 **Non-Western Topics. (3)** Topics selected will satisfy the non-Western world studies general education requirements.

HIST A493 **Topics in European History. (3)** Reading and study of selected topics in European History.

HIST A494 **Topics in US History. (3)** Reading and study of selected topics in US History.

HIST A495 **Topics in History. (3)** Reading and study of selected historical subjects. To be offered as a regular lecture/discussion course on a "demand

basis" only.

HIST A499 **Senior Capstone. (3)** (Prereq: Senior standing; history major; instructor permission; 3.2 Institutional GPA) An individual writing project under faculty supervision, grounded in historical research and historiography, in which the students apply the critical and analytical skills developed in their previous course work. Student must have a history professor as a supervising faculty member and an approved topic to enroll in this course.

HIST A599 **Advanced Topics in History. (3-6)** Reading and research on selected historical topics. Course content varies and will be announced in the schedule of classes by specific title.

Philosophy (PHIL)

PHIL A102 **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 A110 **Introduction to Formal Logic. (3)** The nature of arguments, fallacies, criteria, and techniques of valid inductive and deductive inference; applications.

PHIL A111 **Introduction to Ethics. (3)** This course critically analyzes questions of value (what's good and bad) and obligation (what's right and wrong). It explores a variety of ethical systems, both historic and contemporary. These ethical systems are applied to contemporary ethical problems and social issues.

PHIL A211 **Contemporary Moral Issues. (3)** (Prereq: PHIL A102 or permission of instructor) Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, euthanasia, war, punishment of criminals, poverty, race relations, sexual equality, and ecology.

PHIL A302 **Ancient Philosophy. (3)** (Prereq: PHIL A102 or permission of instructor) An introduction to the development of philosophy in the ancient world through the study of the works of representative philosophers focusing on Plato and Aristotle.

PHIL A303 **Seventeenth and Eighteenth Century Philosophy and Science. (3)** (Prereq: PHIL A102 or permission of instructor) An examination of the development of modern philosophy. Special attention is given to the Scientific Revolution and to the interaction of philosophy, religion, and science.

PHIL A304 **Nineteenth and Twentieth Century Philosophy. (3)** (Prereq: PHIL A102 or permission of instructor) An introduction to principal movements of Western philosophy since 1800 through study of significant philosophers. Movements studied may include Idealism, Marxism, Pragmatism, Existentialism, Hermeneutics, and Analytical Philosophy.

PHIL A312 **Philosophy and Science. (3)** (Prereq: PHIL A102 or permission of instructor) This course introduces students to the intersection between science and philosophy. Topics include the analysis of scientific inference (induction) and the methods and theories contributed by science to our understanding of the world. Questions explored include the following: Can we justify claims made by scientific theories? What counts as scientific "truth?" What are "laws of nature" and how are they "discovered?" The course also addresses questions that both philosophers and scientists pursue through interdisciplinary exchange in the classroom.

PHIL A325 **Engineering Ethics. (3)** An investigation of ethical issues in engineering and engineering-related technology. Topics include whistle-blowing, employee/employer relations, environmental issues, issues related to advances in information technology, and privacy.

PHIL A350 **Philosophy of the Animal. (3)** A study of animality in relation to human nature and human culture. Includes an exploration of human representations of animals in religion, art, and literature. Animal ethics will also be discussed.

PHIL A390 **Topics in Philosophy. (3)** (Prereq: PHIL A102 or permission of instructor) Reading and study of selected topics in philosophy.

PHIL A399 **Independent Study. (1-6)** (Prereq: consent of instructor) Supervised individual studies in philosophy.

Political Science (POLI)

POLI A121 **Introduction to Politics. (3)** Overview of politics and the study of government, focusing on theory, behavior, and institutions in the distribution and use of power among a group of people. This course is open to all students, but political science majors are encouraged to take this course as soon as possible after they enter the program.

POLI A122 **Introduction to International Relations. (3)** A survey course of international politics introducing the concepts and tools of the field with exposure to the unfolding events of world politics. Satisfies non-Western world studies requirements.

POLI A123 **Introduction to Comparative Politics. (3)** An introductory comparative politics course focusing on economically developing countries. This course explores political, constitutional and other evolving governance issues in selected case studies. Satisfies non-Western world studies requirements.

POLI A201 **American National Government. (3)** The formation and development of the national government, its organization, and powers. This course as designed and taught at USCA, satisfies the South Carolina REACH Act of 2021.

POLI A301 **Scope and Methods of Political Science. (3)** (Prereq: Sophomore standing [30 hours]) A survey of the methods for drawing descriptive and causal inferences in political science. The course emphasizes philosophy of science and the role of empirical research in the study of politics. Includes applied learning exercises in qualitative and/or quantitative methods.

POLI A302 **Introduction to the Law. [=HIST A302] (3)** This course will serve as a 3-credit introduction to the basics of trial technique, legal theory, legal history, and case construction.

POLI A303 **Legal Competition. [=HIST A303] (1)** (Prereq: consent of the instructor) Students enrolled in this course will learn advanced trial technique, legal

writing, legal theory, legal history, legal ethics, and case construction through participation in a competitive legal activity. This course is repeatable for credit with the instructor's permission; under normal circumstances, students must have successfully completed last year's class and season to be eligible for re-enrollment.

POLI A315 **International Relations. (3)** A study of the major political-diplomatic practices and ideas relevant to international relations and foreign policy choices.

POLI A316 **Comparative Politics. (3)** Comparative approaches to political systems, behavior, and institutions.

POLI A317 **Democracy and Dictatorship. (3)** This course provides an overview of historic and current examples of authoritarian and democratic regimes. In this class, we will discuss how democracy and authoritarianism differ, focusing on institutions, strategies, and individuals.

POLI A320 **Introduction to Political Theory. (3)** Introductory primary-text-based survey of political ideas and ideologies in American politics. Particular attention is given to democracy, liberalism, conservatism, libertarianism, socialism, feminism, fascism, racial liberation, and environmentalism.

POLI A321 **Gender Politics and Political Theory. (3)** Historical development of gender theory and contemporary debates within gender politics.

POLI A322 **American Political Theory. (3)** Comprehensive survey of questions in political theory surrounding the Constitution, from the founding to the contemporary period.

POLI A340 **The Conduct and Formulation of United States Foreign Policy. (3)** An analysis of how contemporary United States foreign policy is made and conducted.

POLI A344 **International Political Corruption. (3)** This course will deal with political corruption as it pertains to democratization, political change, electoral processes, voting, and the formation of government policy and behavior.

POLI A352 **Judicial Politics. (3)** A study of the legal process and judicial structure, judicial decision-making, political influences on the legal system, and the role of the courts in our political system. Contemporary issues used to explore the court's role as policy-maker and to observe evolution in the law.

POLI A353 **Gender and the Law. (3)** A study of case law which affects gender roles and status in the areas of civil rights, family, employment, and sexuality. The emphasis of the course is on the impact of law on political, social, and private relations, and on the potential of the law to stimulate change in these and other areas.

POLI A368 **Public Opinion, Interest Groups and Parties. (3)** An analysis of American public opinion including how opinion is formed and influences public policies through interest groups, parties, and elections.

POLI A370 **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 A373 **Women and Public Policy. (3)** Examination of how public policy affects women. A number of policy areas will be covered, including both a historical perspective and current issues. Focus is on the United States.

POLI A374 **Introduction to Public Policy. (3)** Examination of social, political, and technical forces in policy-making. Various theories of public policy as well as selected policy areas are covered. Current policy issues will also be included and integrated into the larger theories of decision-making.

POLI A399A **Independent Study. (Political Science) (1-6)** (Prereq: permission of instructor) Directed independent project.

POLI A399B **Independent Study. (International Studies) (1-6)** (Prereq: permission of instructor) Directed independent project.

POLI A410 **Global Digital Politics. (3)** (Prereq: Sophomore standing) This course examines the political, economic, and cultural power of global digital platforms. Through interdisciplinary readings from political science, law, and surveillance studies, students analyze the concept of platform governance and how companies, governments, and users interact for political purposes online. Topics explored may include antitrust, data privacy, disinformation, election content, online harms, and the role of digital technologies in democratic and authoritarian contexts.

POLI A419 **International Organization(s). (3)** (Prereq: Sophomore standing) This course explores both the structure of global governance and the role of intergovernmental organizations in addressing international challenges. Theoretical foundations of global governance such as collective action, legitimacy, power, and sovereignty will be explored. Students will analyze how intergovernmental organizations like the United Nations respond to issues such as conflict, disease, environmental degradation, and nuclear proliferation

POLI A420 **International Law. (3)** Examines the origins, development, and principles of public international law; its development into new fields such as human rights and the environment; and its application in the settlement of international disputes.

POLI A421 **Classical Political Theory. (3)** Advanced survey of the political tradition of the ancient and medieval worlds, from ancient Greece to the Renaissance.

POLI A422 **Modern Political Theory. (3)** Advanced survey of modern and contemporary political theory, from the Reformation to today.

POLI A423 **Contemporary Political Theory. (3)** Examination of major movements in political theory from the twentieth century to the present (e.g., liberalism, communitarianism, multiculturalism, feminism, critical theory, socialism, Straussianism) and their implications for practical politics.

POLI A431 **Constitutional Law. (3)** A study of the development of Constitutional law from the Reconstruction to the present with special emphasis on the role of the Supreme Court regarding individual rights and liberties.

POLI A440 **Russian and Post-Soviet Foreign Policy. (3)** This course examines the growth of multiple foreign policy trajectories in Russia and the other fourteen former Soviet Republics since 1991. Issues of security, geopolitical orientation, identity and foreign policy will be highlighted, as will non-traditional security threats.

POLI A458 **South Carolina and State and Local Politics. (3)** Using South Carolina as a point of departure, a comparative analysis of the powers, organization, problems, processes, and programs of state and local politics.

POLI A461 **Congressional Politics. (3)** A study of the structure, organization, powers, functions, problems, and politics of the American Congress.

POLI A463 **Presidential Politics. (3)** A study of the organization, powers, roles, problems, and politics of the American Presidency.

POLI A465 **Political Psychology. (3)** An examination of government and politics, focusing on the individual as the primary unit and using the theories of psychology to understand political behavior.

POLI A467 **The American Election. (3)** Explores American federal elections, emphasizing the interplay of institutions and behavior with special emphasis on current elections.

POLI A469 **Conspiracy Theories, Truth, and US Politics. (3)** This course explores the breakdown in consensus among Americans about which facts are true and the accompanying rise of conspiracy theories as a feature of the American political system. The course will focus on the causes and consequences of our breakdown in shared reality and possible solutions.

POLI A471 **Public Financial Administration. (3)** Principles and practices of financial administration, including organization, budgeting, assessment, treasury management, and debt.

POLI A472 **Public Personnel Management. (3)** Fundamental principles of personnel organization and administration, including an analysis of personnel techniques.

POLI A481 **European Integration. (3)** This course provides an overview of the formation of the European union and examines how the EU works. It analyzes issues such as sovereignty, the introduction of the common currency, the creation of a European identity, immigration policy, the Brexit, and migration issues.

POLI A487 **Politics and Governments of Africa. (3)** Political developments, processes and institutions of selected African states. Satisfies non-Western world studies requirements.

POLI A492 **Non-Western Topics. (3)** Topics selected will satisfy the non-Western world studies general education requirement.

POLI A493 **Special Topics. (3)**

POLI A494 **Special Topics. (3)**

Pre-Law (PLAW)

PLAW A304 **Introduction to Paralegal Practice. (3)** Introduction to Paralegal Practice introduces students to the fundamentals of legal writing, research, and professional ethics, with an emphasis on working effectively with attorneys. Students develop skills in drafting legal documents, conducting legal research, and understanding the ethical responsibilities that guide collaborative legal practice.

PLAW A305 **Topics in the Legal Profession. (3)** (Prereq: HIST A302 or POLI A302, and PLAW A304) This course introduces students to a variety of legal topics that paralegals may encounter in their careers. Topics may include civil, criminal, family, and contract law, and will change from term to term. The course focuses on both well-established legal areas and current issues affecting the legal profession today. With departmental permission, students may complete the course up to three times through an internship supervised by a practicing attorney. To earn a paralegal certificate, students must earn six PLAW A305 credits, up to three of which may be completed through an internship(s).

Religion (RELG)

RELG A101 **Introduction to Abrahamic Faiths. (3)** An introduction to the history, beliefs, and practices of the Jewish, Christian, and Muslim faiths.

RELG A103 **Introduction to Asian Religions and Philosophies. (3)** A study of the major Asian religions and philosophies. Satisfies non-Western world studies requirements.

RELG A301 **Introduction to the Hebrew Bible. (3)** A critical study of the literature of the Hebrew Bible (Old Testament in English translation), emphasizing its historical development and meaning in the life of ancient Israel.

RELG A302 **Introduction to Early Christian Writings. (3)** A historical and critical study of the origin, structure, and transmission of early Christian writings, including the New Testament, and their meaning in the life and thought of the early Church; emphasis is placed on the life, teaching, and significance of Jesus and Paul-both for their day and for ours.

RELG A390 **Topics in Religious Studies. (3)** Reading and study of selected topics in religious studies.

RELG A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

Department of Languages, Literatures, and Cultures

Dr. Timothy Ashton, *Department Chair*

Faculty

Professor

- Timothy Ashton, Ph.D. - Spanish

Associate Professor

- Stephanie Orozco, Ph.D. - Spanish

Assistant Professor

- Ángel M. Rañales Pérez, Ph.D. - Spanish

Instructors

- Rubén Harris, M.A. - Spanish

Professors Emeriti

- Víctor M. Durán, Ph.D. - Spanish
- Stanley F. Levine, Ph.D. - French & Latin
- Karl L. Stenger, Ph.D. - German

Department Mission Statement

The Department of Languages, Literatures, and Cultures promotes an awareness of, and an appreciation and a respect for, other cultures' practices, traditions, and ideologies through second-language acquisition. The Department strives to improve students' communication skills by encouraging them to explore and understand the linguistic and cultural parameters of diverse populations, as well as by challenging students to think critically about the relevance of not only their own, but of the different languages and cultures of our planet, thus expanding their worldview.

Introductory Languages, Literatures, and Cultures Sequence Goals

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

Languages, Literatures, and Cultures Placement

Students beginning to study a new language enroll in a beginning-level course. Students enrolling in a second language that they have previously studied or have experience with will be placed at the appropriate level through advisement."

Waiver of Languages, Literatures, and Cultures Requirement for Bilingual Speakers

Native or heritage speakers of Spanish, as well as students who have earned the South Carolina Seal of Bilteracy who are majoring in Spanish may qualify for credit for SPAN A101, SPAN A102, and SPAN A210 based on their performance on an oral examination administered by the Department of Languages, Literatures, and Cultures. Spanish majors interested in earning credit by oral examination should contact Dr. Timothy Ashton, Chair of the Department of Languages, Literatures, and Cultures: timothya@usca.edu (803.641.3204).

Tutoring Services

The Department of Languages, Literatures, and Cultures provides student-tutoring services for Spanish second-language acquisition courses (101-210).

Add-On Teacher Certification in Spanish

Students can earn certification in Spanish through the "add-on" certification process. Initially certified individuals who complete 18 hours of electives in Spanish (A210 and above) and pass the content area of the PRAXIS II exam can qualify for certification in Spanish. Students should consult with the Spanish program coordinator or the Dean of the School of Education concerning specific requirements for add-on certification in Spanish.

Study Abroad

The Department promotes Study Abroad as a viable means of active learning by which students can experience the linguistic and cultural nuances of the targeted second language through total cultural and linguistic immersion in the country where the language being studied is the official form of communication.

Curriculum

The Department offers second-language acquisition courses through the Communicative Method in French and Spanish, as well as courses covering French and Spanish literatures, cultures, and civilizations. In addition, the Department offers a new major and minor in Spanish with two different concentrations for students to pursue: Spanish-English Translation & Interpretation; and/or Spanish Languages, Literatures, and Cultures. Therefore, students will now have the opportunity to take Spanish-English Translation, Spanish-English Interpretation, and "Spanish for the Professions" courses, such as: Spanish for Medical Personnel; Spanish for Business & Finance; Spanish for Public Service; and Spanish for Teachers.

The department also offers a Certificate in Spanish for the Clinical Encounter which aims to provide students conversational and cultural competency in Spanish so they can work professionally in a clinical or medical setting with native speakers of the language. Certificate courses build students' knowledge and confidence in speaking Spanish from a Beginning Level to an Intermediate Level. Interactions and projects for all courses focus on the clinical setting to help students understand how to overcome linguistic barriers and gain cultural competencies that foster patient-practitioner relationships and build trust.

B.A. in Spanish Program Goal and Objectives

The Department has established the following goal for those students completing the B.A. in Spanish: Students who major in Spanish Language, Literatures, and Cultures will acquire the necessary skills to analyze the current global situations as they affect the Spanish-speaking world and will be better prepared to respond to the proficiency-based linguistic and cultural needs of the world at large. Derived from this goal are the following four objectives:

1. Communicate at the advanced-level in Spanish in the four basic communicative skills according to the ACTFL Proficiency Guidelines.
2. Interact appropriately and effectively within diverse social and cultural contexts in the Spanish-speaking world. Formulate complex questions about the target cultures and articulate answers to these questions that reflect multiple cultural perspectives.
3. Contextualize and cogently explain the significance of a representative selection of figures, texts, and tendencies in the literature and other forms of cultural production from the Spanish-speaking world.

4. Critically analyze a text, define a position, and substantiate it using thorough research techniques, the integration of disparate areas of knowledge, and innovative thinking.

Bachelor of Arts
Major in Spanish

Concentrations:

Languages, Literatures, & Cultures

Translation & Interpretation

Total credit hours required: 120

Language, Literatures, & Cultures Concentration

1. General Education Requirements 31
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 39

A. Core Courses 6
- SPAN A210 3
- SPAN A316 or SPAN A317 3

B. Concentration: Languages, Literatures, & Cultures ..21

1. Language Component 3

Select either:
- SPAN A316 Conversation and Composition
- SPAN A317 Advanced Conversation and Composition

2. Literature Component 6-9
- SPAN A320 Survey of Latin American Literature
- SPAN A340 Survey of Peninsular Literature
- Optional course:
  - ENGL A386 Caribbean Literature

3. Culture Component 9-12
- SPAN A303 Latin American Culture and Civilization
- SPAN A319 Spanish Peninsular Culture and Civilization
- Select one to two courses from:
  - SPAN A380 Hispanic Cultures and Identities
  - HIST A361 Early Latin America: From European Discoveries to Independence
  - HIST A362 Modern Latin America: From Independence to the Present
  - HIST A423 History of Mexico
  - HIST A493, A494, or A495 Topics in History [History of Spain]

C. Electives in Spanish 12
- Any four SPAN courses at the 300-level or above.

4. Cognate 12-18

5. Free Electives 17-23

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

Translation & Interpretation Concentration

1. General Education Requirements 31
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 39

A. Core Courses 6
- SPAN A210 3
- SPAN A316 or SPAN A317 3

B. Concentration: Translation & Interpretation 21

1. Grammar Component 3

Select any one course from the following:
- ENGL A450 English Grammar
- SPAN A318 Spanish Linguistics
- SPAN A388 Selected Non-Western Topics in Translation

2. Translation/Interpretation Component 6

- SPAN A385 Spanish-English Translation
- SPAN A386 Spanish-English Interpretation

3. Spanish for the Professions Component..... 12

Select any four courses from the following:

- SPAN A312 Spanish for Medical Personnel
- SPAN A313 Spanish for Teachers
- SPAN A314 Spanish for Public Service
- SPAN A315 Spanish for Business
- SPAN A497 Directed Internship

C. Electives in Spanish 12

Any four SPAN courses at the 300-level or above.

4. Cognate 12-18

5. Free Electives 17-23

TOTAL hours required (min.)..... 120

[1] Must earn a grade of C or better.

Minor in Spanish Language, Literatures, and Cultures

1. Language Component[1] 6

- SPAN A316 Conversation and Composition
- SPAN A317 Advanced Spanish Conversation and Composition

2. Literature Component[1]..... 6

- SPAN A320 Survey of Latin American Literature
- SPAN A340 Survey of Peninsular Literature

3. Culture Component[1]..... 6

- SPAN A303 Latin American Culture and Civilization
- SPAN A319 Spanish Peninsular Culture and Civilization

Total hours required..... 18

[1] Must earn a grade of C or better.

Minor in Spanish Translation and Interpretation

1. Grammar Component[1] 3

- ENGL A450 English Grammer

  or SPAN A318-Spanish Linguistics

  or SPAN A388 Selected Non-Western Topics in Translation

2. Translation/Interpretation Component[1] 6

- SPAN A385 Spanish-English Translation
- SPAN A386 Spanish-English Interpretation

3. Spanish for the Professions Component: any three from the following[1] 9

- SPAN A312 Spanish for Medical Personnel
- SPAN A313 Spanish for Teachers
- SPAN A314 Spanish for Public Service
- SPAN A315 Spanish for Business
- SPAN A497 Directed Internship

Total hours required..... 18

[1] Must earn a grade of C or better.

Certificate in Spanish for the Clinical Encounter

1. Required Courses[1] 9

- SPAN A112 Beginning Spanish for the Clinical Encounter..... 3
- SPAN A102 Continuing Spanish 3
- SPAN A312 Spanish for Medical Personnel..... 3

2. Pick one course from the following[1]: 3

- SPAN A497 Directed Internship 3
- SPAN A210 Intermediate Spanish..... 3
- SPAN A303 Latin American Culture and Civilization 3
- SPAN A314 Spanish for Public Service..... 3
- SPAN A316 Conversation and Composition 3
- SPAN A317 Advanced Spanish Conversation and Composition 3
- SPAN A380 Hispanic Cultures and Identities 3
- SPAN A385 Spanish-English Translation 3
- SPAN A386 Spanish-English Interpretation 3

Total hours required..... 12

[1] Must earn a grade of C or better.

Course Descriptions

Introductory language courses are sequential (A101, A102, A210); each lower numbered course is a prerequisite for the next one in the sequence. For entrance into any course except A101, the student must have taken the previous course or have placed into that level. It is not permissible for a student to enroll in one of the above courses with a lower number than any other course in that language which the student has successfully completed with a grade of C or better. (For example, enrolling in A101 after completing A102 with a grade of C or better will not be allowed.)

Spanish (SPAN)

SPAN A101 **Beginning Spanish. (3)** (Prereq: Open to students who have not studied Spanish previously or who place into this course) Study of the fundamentals of Spanish to develop an ability to read, write, speak, and understand spoken Spanish at the most basic level as well as to be aware of cultural contexts.

SPAN A102 **Continuing Spanish. (3)** (Prereq: Grade of C or better in SPAN A101, SPAN A112, SPAN A113, SPAN A114, SPAN A115, or by placement.) Continuation of Beginning Spanish with more intense practice in reading, writing, understanding, and analyzing spoken Spanish at the ACTFL-recommended novice high level. Knowledge of culture, traditions, and customs of the regions where Spanish is spoken will also be included.

SPAN A112 **Beginning Spanish for the Clinical Encounter (3).** Spanish for the Clinical Encounter is designed for healthcare workers with no formal background or with little knowledge of Spanish who would like to apply new Spanish skills in the clinical setting. This course is intentionally targeted towards pre-med students, nursing students and practitioners, Exercise Sports Science students, as well as physicians, doctors, physical therapists, any other health-care professionals with an interest in communication in Spanish through healthcare terminology. Emphasis is on basic communication skills associated with real-life situations with Spanish-speakers, medical terminology, common clinical expressions, formulation of questions and answers, and role play dialogue. Students will explore clinical vocabulary, numbers, the alphabet, gender and number agreement, and the uses of present tenses as they pertain to daily social interactions in the clinical environment. Through immersive and communicative activities, participants will develop proficiency in speaking, understanding, reading, and writing in Spanish at the novice-level (or above) as established by the American Council on Teaching of Foreign Languages (ACTFL).

SPAN A113 **Beginning Spanish for Educators (3).** Spanish for Educators will focus on developing beginning-level communication skills in Spanish so our future educators will be able to engage with Spanish-speaking students, parents, guardians, and family members. Emphasis is on basic communication skills in Spanish associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology. Students in this course will delve into a wide range of vocabulary encompassing all aspects of a student's academic journey. Students will be exposed to basic vocabulary and grammatical structures in Spanish within the context of the educational setting. Through immersive and communicative activities, students will develop proficiency in speaking, understanding, reading, and writing in Spanish at the novice-level (or above) as established by the American Council on Teaching of Foreign Languages (ACTFL).

SPAN A114 **Beginning Spanish for Social Services (3).** Spanish for Social Services will teach students basic Spanish skills to be used in community and social service settings, such as law enforcement, firefighters, and social workers. Given the growth of the Spanish speaking population in South Carolina, the social work practitioner is likely to encounter a wide range of Spanish speakers. Cross-cultural competence in social work requires a keen understanding of language and cultural sensitivities of the Spanish speaking population within the United States. The course will enable English speaking students to learn how to communicate cross-culturally with Spanish-speakers using basic Spanish while at the same time develop culturally sensitive skills. Through immersive and communicative activities, students will develop proficiency in speaking, understanding, reading, and writing in Spanish at the novice-level (or above) as established by the American Council on Teaching of Foreign Languages (ACTFL).

SPAN A115 **Beginning Spanish for Business. (3)** Spanish for Business will focus on developing beginning-level communication skills in Spanish and is designed to prepare students for successful communication in the Spanish-speaking business world through the study of basic business concepts and practicing real-life use of oral and written Spanish. This course will introduce the student to essential Spanish business terminology and language use in business settings and will help the student develop cross-cultural communication skills frequently used in business. The course will incorporate a variety of learning strategies, including discussion, writing, presentation, listening, and cross-cultural analysis, among others.Students of this course will delve into a wide range of vocabulary encompassing all aspects of a student's academic journey. Students will be exposed to basic vocabulary and grammatical structures in Spanish within the context of the business setting. Through immersive and communicative activities, students will develop proficiency in speaking, understanding, reading, and writing in Spanish at the novice-level (or above) as established by the American Council on Teaching of Foreign Languages (ACTFL).

SPAN A210 **Intermediate Spanish. (3)** (Prereq: Grade of C or better in SPAN A102, or by departmental permission) Students will develop proficiency in Spanish at the Intermediate High level or above through the use and intense practice of multiple linguistic skills. Among these skills are sustaining and concluding a conversation in Spanish on controversial topics, debating opinions, writing analytical paragraphs based on a movie and/or a newspaper article, and understanding native speech articulated at the normal pace. Emphasis will also be placed on knowledge of the cultural constructs in which Spanish is spoken as well as on the geographic regions in which this language is

spoken.

SPAN A226 **Afro-Hispanic Literatures. (3)** Taught in English. The course is an interdisciplinary approach to the confluence of African and Hispanic cultures in the Caribbean and continental regions. Readings and discussion of works in their cultural, historical, literary, and socioeconomic context. No previous knowledge of Spanish necessary. (Satisfies the Non-Western world studies and the General Education Humanities requirements.)

SPAN A288 **Transatlantic Hispanic Cultures. (3)** Taught in English. This course explores the establishment of the Hispanic Culture as a conjunction of Eastern and Western experiences and its subsequent expansion and transformation in the Americas. It is an introductory overview focusing on the political, economic, social, linguistic, and artistic development that shaped the historical and cultural bonds between Latin America, Spain, and the African and Pacific former colonies. Students will learn about the creation of the American republics, the political and socio-economic crisis of the 20th century and the challenges of the future. No previous knowledge of Hispanic cultures or the Spanish language are necessary. (Satisfies the Non-Western and the General Education Humanities requirements.)

SPAN A303 **Latin American Culture and Civilization. (3)** (Prereq: SPAN A316 or A317, or by departmental permission) Study of the religious, historical, political, social, and economic organizations of the three important pre-Colombian tribes and an analysis of the impact that these cultural entities have had on contemporary Latin American Culture and Civilization. Study of the cultural changes caused in Latin America by the conquest. Study of the impact of western capital investments on Latin America and, finally, an analysis of current Latin American-USA relationships, emphasizing historical and contemporary US military interventions in Latin America. Satisfies the Non-Western world studies and the General Education Humanities requirements.)

SPAN A308 **Art, Literature and Film of U.S. Latinos. (3)** (Prereq: SPAN A316 or A317, or by departmental permission) Reading, study, and analysis of selected visual art, literature, and film by US Latinos from the many Latino communities of the USA, such as Dominicans, Puerto Ricans, Mexicans, and Cubans. Emphasis will be placed on contemporary representative works of each of the above genres and on discussions and analysis of the selected works.

SPAN A312 **Spanish for Medical Personnel. (3)** (Prereq: SPAN A102, or by departmental permission) This course will enable pre-med students, nurses, doctors, and other health-care professionals to communicate effectively with the Latino patient, in and out of the United States, in the course of their daily work. The course will prioritize communicative skills in Spanish through the use of diverse and contemporary second-language acquisition pedagogy, including personalized questions/answers, focused role-play, translation and interpretation exercises, and technology-based activities.

SPAN A313 **Spanish for Teachers. (3)** (Prereq: SPAN A102, or by departmental permission) This course will present to elementary and secondary student-teachers and regular full-time teachers specialized vocabulary, grammar, and cultural information that will allow them to communicate effectively with the Latino students and their parents in the course of their interaction. This course will emphasize communicative skills and realistic role-playing activities that will focus on everyday classroom vocabulary, on social/personal situations that enhance the learning environment, and on familial constructs that address the issue of communication between the teacher and the Latino student.

SPAN A314 **Spanish for Public Service. (3)** (Prereq: SPAN A102, or by departmental permission) This course develops oral and aural proficiency in public service-related interactions where Spanish is the principal means of communication through practical situations and role-playing. The course studies multicultural awareness and understanding of Latino attitudes.

SPAN A315 **Spanish for Business. (3)** (Prereq: SPAN A102, or by departmental permission) Study of grammar, culture and specialized vocabulary that professionals in business, commerce, and finance will need to be able to communicate effectively with the Latino community, in and out of the United States, as they fulfill their daily work-related obligations. The course will emphasize communicative skills in the Spanish language and will include a variety of pedagogical strategies, such as personalized questions, cultural role-play, translation and interpretation exercises, and technology-based activities all designed to enhance the participant's knowledge of functional Spanish for business.

SPAN A316 **Conversation and Composition. (3)** (Prereq: SPAN A210, or by departmental permission) Intensive oral-aural practice in conversational Spanish with emphasis on spontaneous discourse in Spanish, on pronunciation and fluidity, on critical analysis and interpretation of short monographic texts in Spanish, and on the techniques of writing basic compositions, utilizing diverse tenses and advanced vocabulary.

SPAN A317 **Advanced Spanish Conversation and Composition. (3)** (Prereq: SPAN A210, or by departmental permission) Intensive study of conversation and written Spanish using the multi-skills approach and the techniques of writing extemporaneous, anecdotal, humorous, descriptive, and controversial compositions using expanded vocabulary and advanced tenses and moods in Spanish.

SPAN A318 **Spanish Linguistics. (3)** (Prereq: any SPAN A300 level course) Introduction to Spanish linguistics. Emphasis on phonology, pronunciation, semantics, and syntax. The historical, regional, and social variations of the Spanish language and their practical and global applications will be studied and analyzed.

SPAN A319 **Spanish Peninsular Culture and Civilization. (3)** (Prereq: SPAN A316 or A317, or by departmental permission) Study of the different cultures of Spain, beginning with the Iberian tribes and continuing with the Romans, the Visigoths, the Arabs, and up to the contemporary culture and civilization. Study of the impact that these different cultures have on Spanish traditional and contemporary culture. Study of the classical and contemporary art of Spain and its major national and international influences.

SPAN A320 **Survey of Latin American Literature. (3)** (Prereq: SPAN A316 or A317, or by departmental permission) Reading, discussion, and study in all literary genres of selected representative works of Latin American writers, beginning from the pre-Columbia period up to the late nineteenth century. Special emphasis will be given to the development of critical skills for literary analysis. (Satisfies the Non-Western world studies and the General Education Humanities requirements.)

SPAN A340 **Survey of Peninsular Literature. (3)** (Prereq: SPAN A316 or A317, or by departmental permission) Reading, discussion, and study in all literary genres of selected representative works of Spanish Peninsular literature, beginning from the Middle Ages up to the present. Special emphasis will be given to the development of critical skills for literary analysis.

SPAN A380 **Hispanic Cultures and Identities. (3)** Taught in English. This course explores the development of the Hispanic identity from colonial times in the Americas to contemporary Latin America and Spain by focusing on the experiences, contributions, and cultural identities of selected Hispanic individuals. This course focuses particularly on examining the complexities of Hispanic cultures in Latin America within a globalized framework. No previous knowledge of Spanish is necessary (Satisfies the Non-Western world studies and the General Education Humanities requirements.)

SPAN A385 **Spanish-English Translation. (3)** (Prereq: Grade of C or better in SPAN A316 or A317, or by departmental permission) Theoretical grounding and practical problems of professional translation (Spanish/English; English/Spanish). Translation of short legal, medical, and commercial texts in their linguistic and cultural context and an overview of the translator profession in the United States are studied.

SPAN A386 **Spanish-English Interpretation. (3)** (Prereq: Grade of C or better in SPAN A316 or A317, or by departmental permission) General understanding of the problems for facilitating oral communication between monolingual speakers of Spanish and English. Develop basic skills for professional interpreting in its cultural context with practical exercises through role-playing and the use of audio and audio/visual material.

SPAN A388 **Selected Non-Western Topics in Translation. (1-4)** Taught in English. An intensive, critical study of selected topics in literature, culture, and civilization. Topics will address primarily Latin American issues. Specific topics will be announced each semester. May be repeated with permission of instructor. No previous knowledge of Spanish necessary. Cannot be used to satisfy language requirement. (Satisfies the Non-Western world studies and the General Education Humanities requirements.)

SPAN A397 **Hispanic Film. (3)** The course will be taught in English and the films will have English subtitles. An introduction to Hispanic film with emphasis on its artistic, social, political, and cultural contexts. Students will analyze a variety of classic and contemporary films from Latin America, Spain, and the United States. (Satisfies the non-Western and the Humanities requirements)

SPAN A399 **Independent Study. (1-6)** (Prereq: permission of instructor)

SPAN A488 **Selected Non-Western Topics. (1-4)** (Prereq: SPAN A316 or SPAN A317 or departmental permission) An intensive study of classical and contemporary Latin American topics in language, literature, literary theory, and culture and civilization. Topics will be announced in advance. (Satisfies the Non-Western world studies and the General Education Humanities requirements.)

SPAN A497 **Directed Internship. (3)** (Prereq: Departmental permission) Supervised professional experience in Spanish language, translation, and/or interpretation. (May be repeated for a maximum of 6 credit hours).

SPAN A498 **Selected Topics. (1-4)** (Prereq: SPAN A309, or by departmental permission) An intensive study of selected topics in literature, language, culture, civilization, and theory. Specific topics will be announced each semester.

Department of Sociology

Dr. DeAnna L. Gore, *Department Chair*

Faculty

Professor

- DeAnna L. Gore, Ph.D. - Sociology
- Christine Wernet, Ph.D. - Sociology

Associate Professors

- Melencia Johnson, Ph.D. - Sociology
- Philip B. Mason, Ph.D. - Sociology
- Timothy McClure, Ph.D. - Sociology
- Michelle A. Petrie, Ph.D. - Sociology
- Linda Qingling Wang, Ph.D. - Geography
- William H. Westermeyer, Ph.D. - Anthropology

Distinguished Professors Emeriti

- Barbara E. Johnson, Ph.D. - Sociology
- Raymond M. Weinstein, Ph.D. - Sociology

Professor Emeritus

- John L. Beth, Jr., Ph.D. - Anthropology, Sociology

Department Mission Statement

The mission of the Department of Sociology is to provide students with an understanding of social science theories, concepts, and methods leading to an ability to collect social science data, integrate material from diverse sources, draw conclusions from data, appreciate other cultures, and be aware of issues surrounding social change. Students have the opportunity to earn the Bachelor of Arts degree with a major in sociology in one of three concentrations: general, human services, or criminology and criminal justice. In addition, the Department provides general education courses in geography and anthropology. Departmental missions include contributing to the overall enhancement of the academic and scholarly environment at USC Aiken, in the discipline and the general academic community. The Department also provides service and expertise to the community when appropriate.

Attendance Policy

Each faculty member in the Department of Sociology will establish the attendance policy for his/her own classes and will include that policy in the course syllabus. If the faculty member chooses to limit the number of absences, students must be allowed a minimum number of absences equal to twice the number of class meetings per week (e.g., classes meeting twice a week will allow four absences in the semester).

Technological Literacy in Sociology

Sociology majors will achieve and demonstrate discipline-appropriate computer literacy through the following required coursework: SOCY A248- Sociological Inquiry and SOCY A348- Sociological Research Design and Analysis.

Program Assessment and Student Responsibilities

In order to evaluate the sociology degree program, assessment measures have been included in each sociology major's requirements. In order to fulfill graduation requirements, sociology majors must:

a) earn a grade of C or better in English A101 and A102;

b) earn a grade of C or better in an applied speech course;

c) as a part of the course requirements for SOCY A400 or SOCY A499, give an oral presentation of the research project completed in that course to students in the class, the course instructor and one additional sociology faculty member during the day/time assigned by the instructor of the course;

d) take a sociological program exit exam which is administered in the semester the student enrolls in SOCY A400 or SOCY A499;

e) complete a senior exit survey during the semester in which an application for graduation is filed. Instructions for completion of the survey will be mailed to majors at the end of their last semester at USCA. Sociology majors are urged to provide thoughtful responses to the survey, including comments on both the strengths and weaknesses of the program. This instrument is a major source of data used to assess the success of the program and to indicate ways in which it can be improved.

Curriculum

Sociology majors must choose one of three major options. They include a general program in sociology (General Option), a program oriented toward criminology (Criminology and Criminal Justice option) and a program concentrated around courses relevant to human services organizations and processes (Human Services Option). In addition, the student will select a minor area of study or a group of courses for a cognate. Sociology majors may apply no more than 15 hours of independent study type credit toward the degree. No more than nine hours of independent study may be applied to the major requirements. No more than six hours will apply to the cognate or minor, and they may only be taken with prior approval of the advisor.

At least 18 credit hours of sociology coursework for the major must be earned through USC Aiken.

Sociology majors are limited to using no more than six hours of sociology course credit as elective credit toward the B.A.

B.A. in Sociology

In order to be awarded a bachelor's degree, students must complete the basic degree requirements listed below and specific major requirements. Students seeking a bachelor's degree in the sociology major must have a grade of C or better in each major course in order for that course to count toward the degree. A grade of C or better in COMM A201 or A241 is required to fulfill the oral communication requirement. No more than a total of six hours of credits for activities courses in exercise science and fine arts activities (dance, instrumental, chorus, voice) may be used for graduation credit (electives) toward a bachelor's degree with a major in sociology. The basic requirements for a bachelor's degree include the cognate or minor. The cognate is a minimum of 12 hours of course work which support the major. The cognate must be selected from upper-level (300+) humanities, social and behavioral sciences, natural/physical sciences, mathematics, and/or business courses and must be approved by the student's advisor. Students must earn a grade of C or higher in each cognate course. It is the student's responsibility to plan a suitable course of study for his/her goals and to consult frequently with a major advisor as to the selection of courses. A minor usually requires 18 hours of coursework in one academic field. A grade of C or higher is required in each minor course. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Bachelor of Arts
Major in Sociology

Concentrations:

Criminology & Criminal Justice

Human Social Services

General

Total credit hours required: 120

Criminology & Criminal Justice Concentration

1. General Education Requirements 31

- COMM A201[1] or A241[1] 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

- PSYC A325 or STAT A201 or HSSI A220 3
- Electives 12

3. Program Requirements[1] 35

A. Core Courses 17

- SOCY A101 3
- SOCY A248 4
- SOCY A348 4
- SOCY A496 3
- SOCY A400 or SOCY A499 3

B. Concentration: Criminology & Criminal Justice 18

- CRJU A171 3
- Four* of the following SOCY courses: 12

  SOCY A323, A340, A350, A353, A354, A355, A356, A358, A359, A365, A404, A405, A425, A430, A435

  *Must include at least one from SOCY A350 & A353

- One additional SOCY course numbered 300-level or higher 3

4. Cognate or Minor 12-18

Cognate 12

Minor 18

5. Free Electives[2] 21-27

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

[2] No more than six hours of SOCY courses may be applied.

Human Social Services Concentration

1. General Education Requirements 31

- COMM A201[1] or A241[1] 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

- PSYC A325 or STAT A201 or HSSI A220 3
- Electives 12

3. Program Requirements[1] 35

A. Core Courses 17

- SOCY A101 3
- SOCY A248 4
- SOCY A348 4
- SOCY A496 3
- SOCY A400 or SOCY A499 3

B. Concentration: Human Social Services 18

- HMSV A201 3
- Four* of the following SOCY courses: 12

  SOCY A301, A305, A323, A341, A355, A360, A365, A370, A378, A404, A405, A420, A430, A435, A468, A528

  *Must include at least one from A301, A355, A404, or A378

- One additional SOCY course numbered 300-level or higher 3

4. Cognate or Minor 12-18

Cognate 12

Minor 18

5. Free Electives[2] 21-27

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

[2] No more than six hours of SOCY courses may be applied.

General Concentration

1. General Education Requirements 31

- COMM A201[1] or A241[1] 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

- PSYC A325 or STAT A201 or HSSI A220 3
- Electives 12

3. Program Requirements[1] 35

A. Core Courses 17

- SOCY A101 3
- SOCY A248 4
- SOCY A348 4
- SOCY A496 3
- SOCY A400 or SOCY A499 3

B. Concentration: General 18

- Six* additional SOCY courses numbered 300-level or higher, with the option to substitute one course with CRJU A171 or HMSV A201.

  *Must include at least one from SOCY A301, A350, A353, A355, A378, or A404.

4. Cognate or Minor 12-18

Cognate 12

Minor 18

5. Free Electives[2] 21-27

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

[2] No more than six hours of SOCY courses may be applied.

Minor in Anthropology and Human Geography

Requirements: 6

- ANTH A101 Primates, People and Prehistory
- ANTH A102 Understanding Other Cultures

Two of the following: 6

- GEOG A101 Geography of the Developed World
- GEOG A102 Geography of the Developing World
- GEOG A103 Introduction to Geography
- GEOG A198 Topics in Geography (Non-Western)
- GEOG A199 Topics in Geography

Two of the following: 6

- ANTH A325 Social Movements and Social Change
- ANTH A352 Anthropology of Magic and Religion
- ANTH A361 Sex, Evolution and Human Nature
- ANTH A375 People, Power, and Politics
- ANTH A399 Independent Study
- ANTH A410 Food, People, and the Planet
- ANTH A460 Culture, Health, and Healing
- ANTH A490 Topics in Anthropology
- ANTH A498 Topics in Western and U.S. Anthropology
- GEOG A398 Topics in Geography
- GEOG A399 Independent Study

Total hours required 18

Minor in Criminology and Criminal Justice

Minor not available for students majoring in Sociology.

Requirements: 6

- SOCY A101 Introductory Sociology
- CRJU A171 Introductory to Criminal Justice

Four of the following*: 12

- SOCY A323 Sociology of Deviance
- SOCY A340 Criminological Theory
- SOCY A350 Sociology of Delinquent Youth Behavior
- SOCY A353 Sociology of Crime
- SOCY A354 Crime: Myths and Misconceptions
- SOCY A356 Sociology of Law
- SOCY A358 Sociology of Corrections
- SOCY A359 Police and Society
- SOCY A400 Internship in a criminal justice agency
- SOCY A425 Race, Class, Gender, Crime and Justice
- SOCY A435 Feminist Criminology

Total hours required 18

* Must include at least one from SOCY A350 & A353

Minor in Sociology

Requirements: 7

- SOCY A101 Introductory Sociology
- SOCY A248 Sociological Inquiry and Measurement

Four Sociology courses at 300 level or above 12-13

Total hours required 19-20

Minor in Women's and Gender Studies

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

Core Requirements:* 6

Two of the following:

- ENGL A290 Introduction to Women's Literature
- POLI A321 Gender Politics and Political Theory
- SOCY A301 Sociology of Gender Roles
- HIST A464 American Women's History
- COMM A455 Gender, Communication and Culture
- PSYC A335 Psychology of Gender

Additional Requirements: 12

Four of the following:

- ANTH A325/SOCY A325 Social Movements & Social Change
- COMM A450 Intercultural Communication
- ENGLA396 Global Women Writers
- ENGL A394 Images of Women in Film and Fiction
- ENGL A405 English Renaissance
- ENGL A428 Modern American Literature
- ENGL A429 Contemporary American Literature
- ENGL A431 American Autobiography
- POLI A353 Gender and the Law
- POLI A373 Women and Public Policy
- SOCY A305 Sociology of the Family
- SOCY A435 Feminist Criminology
- SOCY A468 Sex and Society
- SOCY A528 Family Diversity
- PSYC A415 Adult Development
- PSYC A490 Human Sexuality
- PHIL A211 Contemporary Moral Issues
- HSSI A211 Issues in Women's Studies
- SPAN A319 Spanish Peninsular Culture and Civilization
- SPAN A340 Survey of Peninsular Literature
- SPAN A380 Hispanic Cultures and Identities

Total hours required 18

Appropriate special topics courses in the disciplines may be selected.

*Courses not taken to fulfill the Core Requirements may be used to complete the Additional Requirements.

Course Descriptions

Anthropology (ANTH)

ANTH A101 **Primates, People and Prehistory. (3)** An exploration of human origins, human evolution, human prehistory, and cultural existence from its less complex forms to early civilizations. An introduction to the concepts; methods; and data of physical, biological, and archaeological anthropology. (Not open to anyone who has taken ANTH A101 before September 1976)

ANTH A102 **Understanding Other Cultures. (3)** An exploration and comparison of selected contemporary cultures, including their languages, to determine and explain their similarities and differences. An introduction to the concepts, methods, and data of sociocultural anthropology and anthropological linguistics. (Not open to anyone who has taken ANTH A101 before September 1976) (Satisfies non-Western world studies requirement)

ANTH A325 **Social Movements and Social Change. (3) [=SOCY A325]** (Prereq: Sophomore Standing or permission of instructor) This class examines the theoretical foundations and historical trajectories of protests and movements through case studies of the most significant American social movements. Students will gain practical knowledge of the effective strategies used by the Civil Rights, Women's, and Right-wing movements, among others.

ANTH A352 **Anthropology of Magic and Religion. (3)** A comparative examination of the religions of various cultures and of other related phenomena such as ritual, cosmology, revitalization movements, magic, witchcraft, myth, and possession. This course satisfies the non-Western world studies requirement.

ANTH A361 **Sex, Evolution, and Human Nature** (3) An exploration of human sexuality and reproductive behavior from anthropological and evolutionary perspectives. Cross-culturally examined topics include dating/mating strategies, cooperation, violence, parenting, and parent-offspring conflicts.

ANTH A375 **People, Power, and Politics. (3) [=SOCY A375]** (Prereq: Sophomore standing or permission of the instructor) This course offers a comparative analysis of different political systems including small-scale societies, stateless societies, and modern states. The course focuses on forms of power, symbolism, identity, colonialism, political domination, and resistance. This course satisfies the non-western requirement.

ANTH A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

ANTH A410 **Food, People, and the Planet** (3). This course considers the importance of food in various cultures through time, emphasizing how it is produced, where it comes from, and how it impacts our bodies, beliefs, and environments.

ANTH A460 **Culture, Health and Healing (3).** As an examination of the field of medical anthropology, this course is a cross-cultural exploration of the various responses human groups have developed to cope with disease and illness events. Topics include ethnomedical systems, paleopathology, patients, healers, reproduction, mental health, poverty, and infectious diseases.

ANTH A490 **Topics in Anthropology. (3)** This course will use Non-Western, comparative material to address topics of interest in anthropology. It may be taken more than once as topics change. (Satisfies non-Western world studies requirement)

ANTH A498 **Topics in Western and U.S. Anthropology. (3)** (Grade of C or better in ANTH A102 or SOCY A101) This course will use primarily Western and United States comparative material to address topics of interest in anthropology. It may be taken more than once as topics change.

Criminal Justice (CRJU)

CRJU A171 **Introduction to Criminal Justice. (3)** Survey of the law enforcement, judicial, correctional, and juvenile systems in the United States. Emphasis on the various perspectives on criminal justice and current issues.

CRJU A272 **Criminal Law. (3)** The origins and development of criminal law in the United States and the basic elements of crimes and defenses.

CRJU A290 **Special Topics. (3)** Study of selected topics in Criminal Justice. This course may be repeated with different topics.

Geography (GEOG)

GEOG A101 **World Regional Geography (Western). (3)** A survey of the world regions where Western cultures and cultural heritages are predominant. These include Europe, Russia, Austral Asia, and the Americas. Emphasis is on the fundamental characteristics and significance of the physical, cultural, and economic elements of these regions.

GEOG A102 **World Regional Geography (Non-Western). (3)** A survey of the world regions where non-Western cultures or cultural heritages are predominant. These include Asia and Africa. Emphasis is on the fundamental characteristics and significance of the physical, cultural, and economic elements of these regions. (GEOG A101 is not a prerequisite) (Satisfies non-Western world studies requirement)

GEOG A103 **Introduction to Geography. (3)** A survey of the principles and methods of geographic inquiry. The student is introduced to the nature of geography, the kinds of problems which it investigates and the methods which it uses in the study of man in his ecological and spatial behavior.

GEOG A198 **Topics in Geography (Non-Western). (3)** The introductory-level geography topic courses (non-western) vary in content. The chosen topic is generally in the faculty member's specialty area. Content of each topic course will revolve around a set of issues designed to provide the students a well-rounded and holistic introduction to the concerned topic.

GEOG A199 **Topics in Geography. (3)** The introductory-level geography topic courses vary in content. The chosen topic is generally in the faculty member's specialty area. Content of each topic course will revolve around a set of issues designed to provide the students a well-rounded and holistic introduction to the concerned topic.

GEOG A398 **Topics in Geography. (3)** Topics in Geography will be offered as opportunities present themselves. Course content varies and will be announced in the schedule of classes by suffix and title. Prerequisites will be designated in course schedule. May be repeated as topics change.

GEOG A399 **Independent Study. (1-4)** (Prereq: permission of instructor) Directed independent project.

Human Services (HMSV)

HMSV A201 **Introduction to Social Services. (3)** An overview of the social services approach to human problems. The course will include discussion of types of aid and human service agencies currently available in the United States and will examine basic philosophies and practices used in social services. (This course may not be used to satisfy the general education requirement in social sciences).

HMSV A390 **Special Topics. (3)** (Grade of C or better in HMSV A201, SOCY A101, or PSYC A101) Study of selected topics in Human Social Services. This course may be repeated for credit two times with different topics.

Sociology (SOCY)

Sociology courses at the 400 and 500 levels are advanced undergraduate courses and are designed for juniors and seniors (at least 60 hours of earned coursework). Courses at the 500-level are delivered through a seminar format.

SOCY A101 **Introductory Sociology. (3)** General introduction to the field of sociology including the theoretical approaches, research methods and concepts such as culture, social structure, socialization, groups, organizations, social institutions, and social inequality. The "sociological imagination" will be used to apply these theories and ideas to everyday life.

SOCY A240 **Introduction to Social Problems. (3)** (Prereq: Grade of C or better in SOCY A101 or permission of instructor) Normative dissensus and behavioral deviance in society and their consequences for social change and social order. Problems may include: mental disorders, juvenile delinquency, crime, drug abuse, alcoholism, suicide, sexual

pathology, race and ethnic relationships, world population crises, and work problems.

SOCY A248 **Sociological Inquiry and Measurement. (4)** (Prereq: Grade of C or better in SOCY A101, ENGL A101 and A102) Basic concepts and methods of sociological research are introduced. Emphasis is placed on the connection between theory and research, measuring variables, and elementary analysis of data. Course is intended for sociology majors and minors. Cannot be used for social and behavioral science general education credit.

SOCY A301 **Sociology of Gender Roles. (3)** (Prereq: Grade of C or better in SOCY A101) Theories, methods, and substantive issues in a sociological approach to gender roles. Topics include gender role and socialization, subcultural variations in gender roles, and structural and institutional factors related to gender role expectation.

SOCY A305 **Sociology of the Family. (3)** (Prereq: Grade of C or better in SOCY A101) A macro-level study of the family in the United States. Topics may include history of the family as an institution, the relationship of the family to other social institutions including politics and the economy, and social problems related to the contemporary family.

SOCY A310 **Population and Society. (3)** Study of the major theories and methods used to study population with regard to fertility, mortality, and migration and the trends in these processes. The course will also examine the interactions among population processes, society and culture, and the physical environment. (Satisfies non-Western world studies requirement.) Students who earned credit for SOCY A410 may not receive credit for SOCY A310.

SOCY A323 **Sociology of Deviance. (3).** (Prereq: Grade of C or better in SOCY A101). This course explores the social construction of deviance and the social causes of and explanations for deviant behavior. The course emphasizes theoretical explanations of social deviation illustrated with substantive examples as they occur in a social context. Students who received credit for SOCY A523 may not receive credit for SOCY A323.

SOCY A325 **Social Movements and Social Change. (3) [=ANTH A325]** (Prereq: Sophomore Standing or permission of instructor) This class examines the theoretical foundations and historical trajectories of protests and movements through case studies of the most significant American social movements. Students will gain practical knowledge of the effective strategies used by the Civil Rights, Women's, and Right-wing movements, among others.

SOCY A340 **Criminological Theory. (3).** (Prereq: Grade of C or better in SOCY A101). The study of historical and contemporary theories explaining crime and criminality. Some examination of research underlying these theories is also included. Students who received credit for SOCY A540 may not receive credit for SOCY A340.

SOCY A341 **Sociology of Death and Dying. (3).** (Prereq: Grade of C or better in SOCY A101). A sociological approach to understanding death and the end of life. Course topics include social theory, cultural/religious practices, organ donation, bereavement, and businesses (e.g., medical and funeral industries) associated with death and dying.

SOCY A348 **Sociological Research Design and Analysis. (4)** (Prereq: Grade of C or better in SOCY A248, and either PSYC A325, HSSI A220 or STAT A201) In-depth consideration of research designs and data analysis. Requires completion of an original research project.

SOCY A350 **Sociology of Delinquent Youth Behavior. (3)** (Prereq: Grade of C or better in SOCY A101) An analysis of the philosophy, history, theories, and social patterns surrounding delinquent youth behavior from a sociological perspective as well as an evaluation of the methods and policies designed to prevent and control delinquency.

SOCY A353 **Sociology of Crime. (3)** (Prereq: Grade of C or better in SOCY A101) Analysis of the definitions, measurements, and social patterns surrounding criminal behavior from a sociological perspective. Classical and contemporary theories of crime causation and societal responses to crime, offenders, and victims.

SOCY A354 **Crime: Myths and Misconceptions. (3)** (Prereq: Grade of C or better in SOCY A101) Various myths and misconceptions surrounding crime and the criminal justice system, including the mythmakers, beneficiaries, and victims, are identified and critically examined as well as the functions and consequences of those myths and misconceptions.

SOCY A355 **Minority Group Relations. (3)** (Prereq: Grade of C or better in SOCY A101) 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 A356 **Sociology of Law (3).** (Prereq: Grade of C or better in SOCY A101) Analysis of law as a social institution from sociohistorical and sociocultural perspectives. Emphasis is placed on history, theories, and typologies of law as well as the relationship between the law, social change, and social problems.

SOCY A358 **Sociology of Corrections. (3)** (Prereq: Grade of C or better in SOCY A101) A sociological approach to the development and current issues in corrections. Traditional and contemporary philosophies underlying practices and procedures in institutional and community corrections are explored.

SOCY A359 **Police in Society. (3)** (Prereq: Grade of C or better in SOCY A101) An overview of the development of police organizations and the role of police in society including police officer socialization, the problem of coercive power, and current issues in policing.

SOCY A360 **Sociology of Medicine and Health. (3)** (Prereq: Grade of C or better in SOCY A101) Sociological approaches to medicine and health. An examination of the concepts of health and illness, the social epidemiology of disease, demographic and social factors affecting health, illness behavior, non-traditional medicine and healers, doctor-patient relations, the professionalization of medicine, and social policy affecting health care.

SOCY A365 **Sociology of the Black Experience. (3)** (Prereq: Grade of C or better in SOCY A101) The Sociology of the Black Experience examines how African-American experiences in the United States are shaped by social patterns, focusing on a variety of social institutions (family, religion, education,

and the media) with a scrutinizing analysis of the criminal legal system.

SOCY A370 **Sociology of Mental Health. (3)** (Prereq: Grade of C or better in SOCY A101) Sociological approaches to the definition and treatment of mental disorders. An analysis of mental illness throughout history, public and professional conceptions of mental disorders, models of causes and cures, demographic factors in the distribution of mental disorders, labeling theory and psychiatry, the personal experience of mental hospitalization, and the community mental health movement.

SOCY A375 **People, Power, and Politics. (3) [=ANTH A375]** (Prereq: Sophomore standing or permission of the instructor) This course offers a comparative analysis of different political systems including small-scale societies, stateless societies, and modern states. The course focuses on forms of power, symbolism, identity, colonialism, political domination, and resistance. This course satisfies the non-western requirement.

SOCY A378 **Global Social Issues. (3)** (Prereq: Grade of C or better in SOCY A101) Examines causes of and responses to critical social problems in different world regions with a focus on the dimensions and impacts of globalization and sustainable development. The phenomenon of globalization is critically examined from economic, historical, social, environmental, political, and/or other perspectives.

SOCY A390 **Special Topics. (3)** (Prereq: Grade of C or better in SOCY A101) Study of selected topics in Sociology. This course may be repeated with different topics.

SOCY A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Directed independent project.

SOCY A400 **Internship. (3)** (Prereq: consent of instructor) A supervised experiential course in a field placement (e.g., social service agency, criminal justice agency) involving 10 hours per week. In addition, appropriate reading and writing assignments, plus a weekly meeting with the supervising faculty member. (An application and interview are required of applicants. Applicants must meet basic requirements of cum. GPA, major hours completed, etc. Contract required. See instructor for specifics)

SOCY A404 **Social Stratification. (3)** (Prereq: Grade of C or better in SOCY A101) Theory and research related to social stratification. An analysis of stratification systems throughout history; the dimensions of class, race, and gender inequality in the United States; lifestyles of different classes; social mobility; and the causes of poverty. Students who earned credit for SOCY A504 may not receive credit for SOCY A404.

SOCY A405 **Drugs and Society. (3)** (Prereq: Grade of C or better in SOCY A101) Sociohistorical overview of drug use and abuse in the U.S. centered on the recreational use of legal and illegal psychoactive substances. Topics include: theories of drug abuse, drug policy, subcultures, trends and demographics of use, and treatment options.

SOCY A420 **Individual and Society. (3)** (Prereq: Grade of C or better in SOCY A101) Selected theories and methodology related to the impact of social influence on the individual. This micro-level approach to sociology includes topics such as symbolic communication, attribution theory, self-fulfilling prophecy, conformity, aggression, and altruism. Students who earned credit for SOCY A320 may not receive credit for SOCY A420.

SOCY A425 **Race, Class, Gender, Crime and Justice. (3)** (Prereq: Grade of C or better in SOCY A101) Exploration into the various perspectives on the nature and intersections of race, class, and gender in relation to crime and justice in the U.S. Students who received credit for SOCY A525 may not receive credit for SOCY A425.

SOCY A430 **Youth and Society. (3).** (Prereq: Grade of C or better in SOCY A101). A sociological approach to adolescence and youth in everyday life by exploring central themes featured in youth culture, including status and conformity, education, mental health, and social problems related to at-risk behaviors.

SOCY A435 **Feminist Criminology. (3).** (Prereq: Grade of C or better in SOCY A101). This course explores various issues related to women's experiences with the criminal justice system as offenders, victims, and practitioners. Uses feminist criminological scholarship to examine: the historical place of women in the study of crime, explanations of women's offending, the relationship between women's victimization and offending behaviors, and the role of women in traditionally male-dominated criminal justice careers.

SOCY A458 **Consequences of Incarceration. (3).** (Prereq: Grade of C or better in SOCY A101). Analysis of the wide-ranging intended and unintended effects of incarceration on various areas of social life, including crime, politics, labor markets, family, and public health. Emphasis is placed on incarceration as a source of racial, ethnic, and economic inequality.

SOCY A468 **Sex and Society. (3)** (Prereq: Grade of C or better in SOCY A101) A sociological approach to sexuality, exploring how sexuality is constructed and examining theories, concepts, and cultural ramifications of a range of sexual practices and identities. Topics include sex education, sexual orientation, transgender issues, sex in non-romantic relationships, gender double standards, sex work, and sexual violence.

SOCY A490 **Topics in Sociology. (3)** (Prereq: SOCY A101 and/or additional specified prerequisites) Study of selected topics in Sociology. This course may be repeated with different topics.

SOCY A496 **Sociological Theory. (3)** (Prereq: Grade of C or better in SOCY A101) Sociological perspectives with an emphasis on classical theories, such as those of Durkheim, Weber, Marx, and Simmel, are used to understand and critique society and human social behavior.

SOCY A499 **Independent Research Capstone. (3)** (Prereq: Grade of C or better in SOCY A348 and consent of instructor). A directed capstone during which a student completes an in-depth independent research project that consists of implementing research design and analysis. Requires regular meetings with the supervising faculty member. A research proposal, interview with supervising faculty member, and contract are required prior to registration.

SOCY A528 **Family Diversity. (3)** (Prereq: Grade of C or better in SOCY A101, Junior or Senior standing) This seminar examines a variety of family forms differing

in both structure and sociocultural background. Topics may include cohabitation, single parent families, and various ethnic groups. This course considers issues faced by the plurality of family types in the United States.

SOCY A598 Special Topics. (3)

Department of Visual and Performing Arts

Dr. Joel Scraper, *Department Chair*

Faculty

Professors

- Paul Crook, M.F.A. - Theatre
- Michael Fowler, Ed.D. - Art - *Mary D. Toole Chair in Art*
- Dewey Scott-Wiley, M.F.A. - Theatre - *Pauline F. O'Connell Chair in Fine Arts (2)*
- Joel Scraper, D.M.A. - Music - *Pauline F. O'Connell Chair in Fine Arts (1)*

Associate Professors

- Jeremy Culler, Ph.D. - Art History - *Mary D. Toole Chair in Art (2)*
- Joseph Kameen, M.F.A. - Art - *Thomas F. Maurice Chair in Fine Arts*
- Keely Rhodes, D.M.A. - Music
- Mary Virginia "Ginny" Southworth, M.F.A. - Art

Assistant Professors

- Todd Jenkins, D.M.E. - Music

Instructor

- Ashley Jensen, M.F.A. - Theatre

Lecturers

- Zachary Bond, D.M.A. - Music
- Megan Hall, D.M.A. - Music
- Matthew Henderson, M.M. - Music
- Steven Sloan, M.M. - Music

Adjunct Faculty

- Alan Avant, M.L.A. - Music
- Yana Bondar, M.F.A. - Art
- Alissa Castro-Evans, M.M. - Music
- Andrew Cho, M.F.A. - Art
- Mary Fran Crook, M.F.A. - Theatre
- Adam DePriest, M.M. - Music
- Hannah Lawler, B.F.A. - Art
- Annie Laurie Matson, M.M.E. - Music
- Collette Miller, B.F.A. - Theatre
- Willie Strong, Ph.D. - Music

Distinguished Professor Emeritus

- Richard Maltz, D.M.A. - Music

Professors Emeriti

- Jack Benjamin, M.S. - Theatre
- John Elliott, Ph.D. - Art History

Department Mission Statement

The Department of Visual & Performing Arts fosters creativity, deepens understanding, and explores meaningful vocation in an inclusive, globally engaged community.

The Mission in Practice

"To foster creativity." We provide a challenging, encouraging, and diverse environment by valuing high-impact practices, theoretical and practical concepts, and artistic processes that encourage the development of self-awareness and cultural literacy. Creative practices lead to innovation by fostering the development of new insights, the identification of hidden patterns and connections, and the generation of new solutions. Creativity involves two processes – thinking and producing.

"To deepen understanding." We encourage active engagement, intellectual curiosity, and social responsibility through an unwavering commitment to the values of a liberal arts education. A curriculum that develops a broad range of intellectual and cultural content provides a global perspective, supports critical thinking, and instills a commitment to life-long learning. We seek to empower individuals to become engaged citizens who operate with integrity and compassion.

"To explore meaningful vocation." The liberal arts call us to direct our skills and understanding toward a greater good, encouraging purpose and utilizing individual strengths to enhance cultural and artistic traditions. Each individual has interests and passions that when meaningfully applied, lead to the development of character, the creation of personal expression, and a life of service.

"To be an inclusive community." Excellence in the liberal arts is possible only when people of diverse backgrounds, experiences, and ideas come together in a spirit of mutual respect and inclusion. We strive to value each voice.

"To be a globally engaged community." Learning in the liberal arts is intrinsically global and pluralistic. Experiences and opportunities for national and international off-campus study enrich the understanding of art as a universal language. We emphasize learning in a global context and value cultural contributions from around the world.

Curricula

The Department of Visual & Performing Arts is comprised of three primary areas of study: art (studio art, graphic design, and art history), music (instrumental, piano, voice, music education), and theatre (acting, dance, design, and directing). In all areas of study, there is a balance between the understanding of theory, history, and criticism and development of skills involving applied creativity.

The department offers three degrees:

1. **Bachelor of Arts – Major in Art (BA-Art)** provides foundational studies in the visual arts, including study in art history, drawing, graphic design, painting, photography, and three-dimensional art. Students may choose from three concentrations in Art History, Graphic Design, or Studio & Digital Art. This degree will prepare the student for further academic studies or employment within field of fine and visual arts.
2. **Bachelor of Arts – Major in Music (BA-Music)** develops musicians by providing courses in music analysis, music history, musical literacy, pedagogy, and applied skills. Students may choose from one of six options within the degree plan:
    1) **Concentration in Instrumental Studies.** Following two years of foundational studies in music, students continue to develop applied skills on their primary instrument and a secondary instrument. Students conclude the concentration with a capstone experience in the form of

two solo recitals.

2) **Concentration in Piano Studies.** Following two years of foundational studies in music, students continue to develop applied skills in piano. Students conclude the concentration with a capstone experience in the form of two solo recitals.

3) **Concentration in Vocal Studies.** Following two years of foundational studies in music, students continue to develop applied skills through their voice. Students conclude the concentration with a capstone experience in the form of two solo recitals.

4) **K-12 Teacher Certification in Choral Music.** Following two years of foundational studies in music, students continue to develop musical skill through applied lessons and develop pedagogical skills, instructional design, learning and behavioral theories, classroom management, and program management through courses offered by the School of Education and the Music Program. The capstone experience includes internships in music education where the student will practice teaching in the public school setting. When all requirements of the degree have been met, the student will be certified to teach K-12 choral music by the South Carolina State Department of Education.

5) **K-12 Teacher Certification in Instrumental Music.** Following two years of foundational studies in music, students continue to develop musical skill through applied lessons and develop pedagogical skills, instructional design, learning and behavioral theories, classroom management, and program management through courses offered by the School of Education and the Music Program. The capstone experience includes internships in music education where the student will practice teaching in the public school setting. When all requirements of the degree have been met, the student will be certified to teach K-12 instrumental music by the South Carolina State Department of Education.

6) **Minor in related field.** Following two years of foundational studies in music, student may opt to study by declaring a minor in a related field of study. For example, a student could major in music and minor in business, history, psychology, religion, or theatre; areas that could prepare the student for further academic study or employment in the field of music. Students conclude this option with a capstone experience that may include research, an internship, or a second solo recital.

3. **Bachelor of Arts - Major in Theatre (BA-Theatre)** provides courses in acting, dance, design, directing, and management. This degree will prepare the student for further academic studies or employment within the diverse careers in theatre.

The department offers multiple introductory courses in art, music, and theatre designed to develop appreciation for the arts. All students, regardless of major, may develop skills through acting courses, applied lessons, art studio courses, design and stage management, musical ensembles, and theatrical productions as part of their elective studies. Some courses are restricted and require special permission prior to registering. If you need permission to register for a course or are interested in participating in one of the areas within the department, please contact Dr. Joel Scraper, Chair, at JoelS@usca.edu.

Art

The art and art history program offers a supportive, hands-on environment through which students can pursue a Bachelor of Arts – Major in Art (BA-Art) with concentrations in art history, graphic design, or studio and digital art. Following a curriculum that blends technology with traditional techniques, students develop a strong foundation in the principles of 2D, 3D, and digital design, integrate applied practice, and build a competitive portfolio of creative work. Students also expand their professional skills by participating in internships, attending exhibitions and lectures by professional artists, mounting their artwork in the university galleries, and completing a capstone project. Facilities include two state-of-the-art computer labs, spacious 2D and 3D studios, an outdoor studio with gas kiln, a well-equipped darkroom, and three galleries.

Prior to graduation, students majoring in art are required demonstrate development of artistry through submission of a Mid-Program Portfolio. Requirements and instructions for submission of this portfolio are available on the Department of Visual & Performing Arts webpage. This portfolio serves as a barrier to continued study and must be submitted and approved before students can exceed 18 credits in ARTS or ARTH courses.

Bachelor of Arts
Major in Art

Concentrations:

Art History

Graphic Design

Studio & Digital Art

Total credit hours required: 120

Art History Concentration

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 45

A. Major Foundation Core Requirements 18

- ARTS A102 Digital Foundations 3

- ARTS A103 Foundations in 2D Design 3
- ARTS A104 Foundations in 3D Design 3
- ARTS A111 Drawing I 3
- ARTH A105 History of Western Art I 3
- ARTH A106 History of Western Art II 3

B. Concentration: Art History 27

1. Major Emphasis Requirements 24
   - Any six courses ARTH A300 level or above 18
   - ARTH A401 Art History and Methods 3
   - ARTH A403 Art History Practicum 3
2. Capstone 3
   - ARTH A499 Art History Capstone

4. Free Electives 29

TOTAL hours required (min.)[2] 120

[1] Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) ARTS or ARTH credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

- ARTS A245 Techniques/Graphic Design 3
- ARTS A345 Intermediate Graphic Design I 3

Choose one from: 3
- ARTS A346 Intermediate Graphic Design II
- ARTS A397 Topics in Digital Art
- ARTS A398 Topics in Studio Art

- ARTS A379 Web/New Media Design 3
- ARTS A579 Directed Internship 3

2. Art History 6
   - Any two courses ARTH 300-level or above
3. Capstone 3
   - ARTS A499 Art History Capstone

4. Free Electives 29

TOTAL hours required (min.)[2] 120

[1] Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) ARTS or ARTH credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

Graphic Design Concentration

1. General Education Requirements 31
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

. Program Requirements[1] 45

A. Major Foundation Core Requirements 18
- ARTS A102 Digital Foundations 3
- ARTS A103 Foundations in 2D Design 3
- ARTS A104 Foundations in 3D Design 3
- ARTS A111 Drawing I 3
- ARTH A105 History of Western Art I 3
- ARTH A106 History of Western Art II 3

B. Concentration: Graphic Design 27

1. Major Emphasis Requirements 18
   - ARTS A244 Introduction to Graphic Design 3

Studio & Digital Art Concentration

1. General Education Requirements 31
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 45

A. Major Foundation Core Requirements 18
- ARTS A102 Digital Foundations 3
- ARTS A103 Foundations in 2D Design 3
- ARTS A104 Foundations in 3D Design 3
- ARTS A111 Drawing I 3
- ARTH A105 History of Western Art I 3
- ARTH A106 History of Western Art II 3

B. Concentration: Studio & Digital Art 27

1. Major Emphasis Requirements 18
   - ARTS 200-level and above 9

- ARTS 300-level and above 9

  Within major emphasis requirements, at least 12 credit hours must contain a substantial digital/technology component as stated in the Bulletin course description.

2. Art History..... 6
   - Any two courses ARTH 300-level or above
3. Capstone..... 3
   - ARTS A499 Art History Capstone

4. Free Electives 29

TOTAL hours required (min.)[2]..... 120

[1] Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) ARTS or ARTH credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

Minor in Art History

Requirements:

- ARTH A105 History of Western Art I.....3
- ARTH A106 History of Western Art II.....3
- Art History 200 level or above 12

Total hours required..... 18

In the event that ARTH A105 or ARTH A106 is applied to the Bachelor of Arts in Fine Arts major, students can take an additional art history course to fulfill the 18 total hours required.

Minor in Arts Entrepreneurship

The Minor in Arts Entrepreneurship helps visual and performing arts students develop the skills needed to sustain professional careers within the creative economy—one of the fastest-growing sectors of today's workforce. Through a partnership with the School of Business Administration, students complete practical coursework in accounting, entrepreneurship, finance, management, and marketing alongside an Arts seminar focused on real-world application. The minor prepares students for portfolio careers common in the arts, including freelance work, nonprofit leadership, and creative business ownership. Designed to fit within a student's normal time to graduation, the program prepares students for long-term career sustainability in the creative economy.

Requirements: 15

- HSSI A350 Seminar in Arts Entrepreneurship.....3
- BADM A163 Personal Money Management.....3
- BADM A225 Principles of Financial Accounting 3
- BADM A350 Principles of Marketing 3
- BADM A371 Principles of Management & Leadership 3
- Choose one from the following:
  - BADM A380 Principles of Entrepreneurship.....3
  - MGMT A401 Strategic Entrepreneurship 3
  - MGMT A473 Entrepreneurship & Small Business.....3

Total hours required..... 18

Minor in Studio Art

Requirements:

- Fundamentals of Art (ARTS A103) or Drawing (ARTS A111) 3
- Art History.....3-6
- Art Studio course work in at least two of the following areas: drawing, painting, printmaking, ceramics, graphic design, computer graphics, photography, illustration 9-12

Total hours required..... 18

Music

Whether seeking a career in music or seeking musical training for growth, students will find the music program to be challenging, rewarding, and uniquely adaptable to individual needs. Available opportunities for study include music theory, music history, ethnomusicology, and pedagogy, as well as private instrumental, piano, and vocal instruction. All students are welcome to participate in one of the university's choral or wind ensembles, jazz ensemble, or chamber ensemble. Each ensemble presents concerts for the university and community at large.

Students majoring in music must complete the following degree requirements prior to graduation:

1. Develop critical listening skills through Guided Listening Experiences (GLE), such as attendance at performances, master classes, or other forms of engaged listening and learning.
2. Demonstrate rudimentary piano skills through the Piano Proficiency Exam, offered each semester during finals.
3. Demonstrate artistic growth through Level Exams and the Solo Recital. There are two level exams, each taken after three semesters of applied study. Level Exams serve as barriers to continued applied instruction Both Level Exams I & II must be completed prior to the Solo Recital.

Bachelor of Arts
Major in Music

Concentrations:

Instrumental Studies

Piano Studies

Vocal Studies

No Concentration

Certification Track:

K-12 Choral Teacher Certification

K-12 Instrumental Teacher Certification

Total credit hours required: 120-138

Instrumental Studies Concentration

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 58

A. Music Literacy and Foundations 20

1. Music Theory 12
   - MUSC A196 Music Theory I 3
   - MUSC A198 Music Theory II 3
   - MUSC A296 Music Theory III 3
   - MUSC A298 Music Theory IV 3
2. Aural Skills 4
   - MUSC A197 Aural Skills I 1
   - MUSC A199 Aural Skills II 1
   - MUSC A297 Aural Skills III 1
   - MUSC A299 Aural Skills IV 1
3. MUSC A397 Orchestration & Arranging 2
4. MUSC A398 Form & Analysis 2

B. Performance and Collaborative Experiences 26

1. Applied Lessons (on primary instrument) 12
2. Ensembles (on primary instrument) 8
3. Piano Studies 4
   - MUSC A137 Group Piano/Music Major I 1 (2)
   - MUSC A138 Group Piano/Music Major II 1 (2)

   (Both MUSC A137 & MUSC A138 should be repeated once for credit. Students concentrating in Piano Studies are not required to register for these courses.)
4. MUSC A336 Conducting I 2

C. Concentration: Instrumental Studies 12

1. Applied Lessons (on primary instrument) 4

   These lessons are in addition to the requirements found in Program Requirements 3.B.1.
2. Applied Lessons (on secondary instrument) 4
3. Instrumental Methods 2

   Choose two courses from:
   - MUSC A214 Class Percussion Methods
   - MUSC A243 Class String Methods
   - MUSC A253 Class Woodwind Methods
   - MUSC A263 Class Brass Methods
4. MUSC A399 Independent Study 2

   Selected topic of study within the area of concentration.

4. Free Electives 16

TOTAL hours required (min.)[2] 120

[1] Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) MUSC credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

Piano Studies Concentration

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 58

A. Music Literacy and Foundations 20

1. Music Theory 12
   - MUSC A196 Music Theory I 3
   - MUSC A198 Music Theory II 3
   - MUSC A296 Music Theory III 3
   - MUSC A298 Music Theory IV 3
2. Aural Skills 4
   - MUSC A197 Aural Skills I 1
   - MUSC A199 Aural Skills II 1
   - MUSC A297 Aural Skills III 1
   - MUSC A299 Aural Skills IV 1
3. MUSC A397 Orchestration & Arranging 2
4. MUSC A398 Form & Analysis 2

B. Performance and Collaborative Experiences 26

1. Applied Lessons (on primary instrument) 12
2. Ensembles (on primary instrument) 8
3. Piano Studies 4
   - MUSC A137 Group Piano/Music Major I 1 (2)

- MUSC A138 Group Piano/Music Major II 1 (2)

  (Both MUSC A137 & MUSC A138 should be repeated once for credit. Students concentrating in Piano Studies are not required to register for these courses.)

4. MUSC A336 Conducting I 2

C. Concentration: Piano Studies 12

1. Applied Piano 8

   These lessons are in addition to the requirements found in Program Requirements 3.B.1.

2. MUSC A399 Independent Study 4

   Two independent studies for two credit hours each on selected topics of study within the area of concentration.

4. Free Electives 16

TOTAL hours required (min.)[2] 120

[1] Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) MUSC credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

Vocal Studies Concentration

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 58

A. Music Literacy and Foundations 20

1. Music Theory 12
   - MUSC A196 Music Theory I 3
   - MUSC A198 Music Theory II 3
   - MUSC A296 Music Theory III 3
   - MUSC A298 Music Theory IV 3
2. Aural Skills 4
   - MUSC A197 Aural Skills I 1
   - MUSC A199 Aural Skills II 1
   - MUSC A297 Aural Skills III 1
   - MUSC A299 Aural Skills IV 1
3. MUSC A397 Orchestration & Arranging 2
4. MUSC A398 Form & Analysis 2

B. Performance and Collaborative Experiences 26

1. Applied Lessons (on primary instrument) 12
2. Ensembles (on primary instrument) 8
3. Piano Studies 4
   - MUSC A137 Group Piano/Music Major I 1 (2)
   - MUSC A138 Group Piano/Music Major II 1 (2)

   (Both MUSC A137 & MUSC A138 should be repeated once for credit. Students concentrating in Piano Studies are not required to register for these courses.)
4. MUSC A336 Conducting I 2

C. Concentration: Vocal Studies 12

1. Applied Voice 4

   These lessons are in addition to the requirements found in Program Requirements 3.B.1.
2. Applied Piano 3
   - MUSC A120 Intro./Applied Piano 1 (3)

   (Three semesters, each semester 1 credit hour.)

   These lessons are in addition to the requirements found in Program Requirements 3.B.1.
3. Vocal Methods 3
   - MUSC A203 Class Voice Methods 1
   - MUSC A204 Diction I 1
   - MUSC A205 Diction II 1
4. MUSC A399 Independent Study 2

   Selected topic of study within the area of concentration.

4. Free Electives 16

TOTAL hours required (min.)[2] 120

[1] Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) MUSC credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

No Concentration

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 48

A. Music Literacy and Foundations 20

1. Music Theory 12
   - MUSC A196 Music Theory I 3
   - MUSC A198 Music Theory II 3
   - MUSC A296 Music Theory III 3
   - MUSC A298 Music Theory IV 3
2. Aural Skills 4
   - MUSC A197 Aural Skills I 1
   - MUSC A199 Aural Skills II 1
   - MUSC A297 Aural Skills III 1
   - MUSC A299 Aural Skills IV 1
3. MUSC A397 Orchestration & Arranging 2
4. MUSC A398 Form & Analysis 2

B. Performance and Collaborative Experiences 26

1. Applied Lessons (on primary instrument) 12
2. Ensembles (on primary instrument) 8
3. Piano Studies 4
   - MUSC A137 Group Piano/Music Major I 1 (2)
   - MUSC A138 Group Piano/Music Major II 1 (2)

   (Both MUSC A137 & MUSC A138 should be repeated once for credit. Students concentrating in Piano Studies are not required to register for these courses.)
4. MUSC A336 Conducting I 2

C. Concentration: None

A minor is required if none of the other degree concentrations/ tracks are declared.

4. Minor 18

5. Free Electives 8

TOTAL hours required (min.)[2] 120

[1] Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) MUSC credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

K-12 Choral Teacher Certification

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 58

A. Music Literacy and Foundations 20

1. Music Theory 12
   - MUSC A196 Music Theory I 3
   - MUSC A198 Music Theory II 3
   - MUSC A296 Music Theory III 3
   - MUSC A298 Music Theory IV 3
2. Aural Skills 4
   - MUSC A197 Aural Skills I 1
   - MUSC A199 Aural Skills II 1
   - MUSC A297 Aural Skills III 1
   - MUSC A299 Aural Skills IV 1
3. MUSC A397 Orchestration & Arranging 2
4. MUSC A398 Form & Analysis 2

B. Performance and Collaborative Experiences 26

1. Applied Lessons (on primary instrument) 12
2. Ensembles (on primary instrument) 8
3. Piano Studies 4
   - MUSC A137 Group Piano/Music Major I 1 (2)
   - MUSC A138 Group Piano/Music Major II 1 (2)

   (Both MUSC A137 & MUSC A138 should be repeated once for credit. Students concentrating in Piano Studies are not required to register for these courses.)
4. MUSC A336 Conducting I 2

C. Track: K-12 Choral Teacher Certification 45

1. Pre-Professional Requirements 9
   - EDUC A210 Observation/Clinical Setting 1
   - EDPY A235 Intro. to Educational Psychology 3
   - EDFN A321 Dynamics/American Pub. Ed. 3
   - MUED A360 Intro. to Music Education 2
2. Professional Education Requirements 24
   - Content Area Reading and Writing 3

     Choose one from:
     - EDRD A423 Elementary School
     - EDRD A518 Middle and High School
   - MUED A446 Teaching Music/Elem. Class 3
   - MUED A456 Teaching Choral Music 3
   - MUED A470 Internship in Music Education 12
   - MUED A476 Senior Seminar 3
3. Subject Area Requirements 12
   - Applied Lessons (on primary instrument) 4

     These lessons are in addition to the requirements found in Program Requirements 3.B.1.
   - Pedagogy, Vocal, and Instrumental Methods 4
     - MUSC A203 Class Voice Methods 1
     - MUSC A204 Diction I 1
     - MUSC A205 Diction II 1

Choose one course from: 1

- MUSC A206 Methods & Pedagogy- String
- MUSC A207 Methods & Pedagogy- Woodwind
- MUSC A208 Methods & Pedagogy- Brass
- MUSC A209 Methods & Pedagogy- Percussion

- MUSC A195 Music Technology 2
- MUSC A337 Conducting II 2

TOTAL hours required (min.)[2] 137

[1] Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) MUSC credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

K-12 Instrumental Teacher Certification

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 58

A. Music Literacy and Foundations 20

1. Music Theory 12
   - MUSC A196 Music Theory I 3
   - MUSC A198 Music Theory II 3
   - MUSC A296 Music Theory III 3
   - MUSC A298 Music Theory IV 3
2. Aural Skills 4
   - MUSC A197 Aural Skills I 1
   - MUSC A199 Aural Skills II 1
   - MUSC A297 Aural Skills III 1
   - MUSC A299 Aural Skills IV 1
3. MUSC A397 Orchestration & Arranging 2
4. MUSC A398 Form & Analysis 2

B. Performance and Collaborative Experiences 26

1. Applied Lessons (on primary instrument) 12
2. Ensembles (on primary instrument) 8
3. Piano Studies 4
   - MUSC A137 Group Piano/Music Major I 1 (2)
   - MUSC A138 Group Piano/Music Major II 1 (2)

   (Both MUSC A137 & MUSC A138 should be repeated once for credit. Students concentrating in Piano Studies are not required to register for these courses.)
4. MUSC A336 Conducting I 2

C. Track: K-12 Instrumental Teacher Cert 46

1. Pre-Professional Requirements 9
   - EDUC A210 Observation/Clinical Setting 1
   - EDPY A235 Intro. to Educational Psychology 3
   - EDFN A321 Dynamics/American Pub. Ed. 3
   - MUED A360 Intro. to Music Education 2
2. Professional Education Requirements 24
   - Content Area Reading and Writing 3

     Choose one course from:
     - EDRD A423 Elementary School
     - EDRD A518 Middle and High School
   - MUED A446 Teaching Music/Elem. Class 3
   - MUED A457 Teaching Instrumental Music 3
   - MUED A470 Internship in Music Education 12
   - MUED A476 Senior Seminar 3
3. Subject Area Requirements 13
   - Applied Lessons (on primary instrument) 4

     These lessons are in addition to the requirements found in Program Requirements 3.B.1.
   - Pedagogy, Vocal, and Instrumental Methods 4
     - MUSC A206 Methods & Pedagogy- String
     - MUSC A207 Methods & Pedagogy- Woodwind
     - MUSC A208 Methods & Pedagogy- Brass
     - MUSC A209 Methods & Pedagogy- Percussion

     Choose one course from: 1
     - MUSC A185 USCA Concert Choir
     - MUSC A203 Class Voice Methods
     - MUSC A210 Applied Voice I
   - MUSC A195 Music Technology 2
   - MUSC A337 Conducting II 2

TOTAL hours required (min.)[2] 138

[1] Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) MUSC credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

Minor in Music

Requirements:

- MUSC A121 (one credit, may be repeated) 2
- MUSC A196 Music Theory I 3
- MUSC A197 Aural Skills I 1
- Music History A371, A372, or A373 3
- *Private Instruction (two semesters of the same course number) 2
- **Performing Ensemble 2
- Further studies in music (choose Option A or B) 5

Option A:

- MUSC A198 Music Theory II 3
- MUSC A199 Aural Skills II 1
- Elective in music 1

Option B:

- *Additional private instruction (two semesters of the same course number) 2
- **Additional performing ensemble experiences 2
- Elective in music 1

Total hours required 18

* Private Instruction (one credit, may be repeated)--select from:

- MUSC A111 Applied Voice for the Non-Major
- MUSC A121 Applied Piano for the Non-Major
- MUSC A123 Applied Organ for the Non-Major
- MUSC A131 Applied Percussion for the Non-Major
- MUSC A141 Applied Violin for the Non-Major
- MUSC A143 Applied Viola for the Non-Major
- MUSC A145 Applied Violoncello for the Non-Major
- MUSC A147 Applied Double Bass for the Non-Major
- MUSC A149 Applied Guitar for the Non-Major
- MUSC A151 Applied Flute for the Non-Major
- MUSC A153 Applied Oboe for the Non-Major
- MUSC A155 Applied Bassoon for the Non-Major
- MUSC A157 Applied Clarinet for the Non-Major
- MUSC A161 Applied Trumpet for the Non-Major
- MUSC A163 Applied French Horn for the Non-Major
- MUSC A165 Applied Trombone for the Non-Major
- MUSC A167 Applied Euphonium for the Non-Major
- MUSC A169 Applied Tuba for the Non-Major

**Performing Ensemble (one credit, may be repeated)--select from:

- MUSC A181 Vocal Chamber Studies
- MUSC A182 Percussion Ensemble
- MUSC A183 University Athletic Band
- MUSC A184 University Wind Ensemble
- MUSC A185 University Choir
- MUSC A187 Jazz Ensemble
- MUSC A388 Canticum Novum

Theatre

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

Bachelor of Arts
Major in Theatre

Total credit hours required: 120

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements[1] 45

A. Fundamentals 9

- THEA A151 Fundamentals of Theatre Prod. 3
- THEA A161 Introduction to Theatre Art 3
- THEA A170 Fundamentals of Acting 3

B. Design 3

Choose one course from:

- THEA A353 Stage Lighting, Design, & Tech.
- THEA A354 Scenic Design/Theatrical Graphics
- THEA A357 Theatrical Costume Design & Prod.

C. Laboratories 6

Choose at least six courses (each 1-credit) from:

- THEA A220 Audition & Performance Lab.
- THEA A221 Scenic Studio Lab.

- THEA A222 Immersive Acting Lab.
- THEA A223 Lighting Studio Lab.
- THEA A224 Directing Lab.
- THEA A225 Theatrical Production Lab
- THEA A227 Costume Studio Lab.
- THEA A228 Stage Management Lab.
- THEA A229 Theatre Management Lab.

Must take:

- 1 hour of performance lab (THEA A220, THEA A222 or THEA A224)
- 1 hour of technical lab (THEA A221, THEA A223, or THEA A227)
- 1 hour of management lab (THEA A228 or THEA 229)
- 2 hours of theatrical production lab (THEA A225)

D. Advanced Studies 18

- THEA A358 Stage Management Lab. 3
- THEA A361 History of Theatre I 3
- THEA A478 Play Direction..... 3
- THEA A575 Rehearsal & Performance 3

Choose one from:..... 3

- THEA A362 History of Theatre II
- THEA A363 History of Musical Theatre
- THEA A364 African American Theatre

Choose one from:..... 3

- THEA A576 Rehearsal & Performance
- THEA A596 Directed Internship in Theatre

E. Theatre Electives 9

- THEA 200-level or higher 3
- THEA 300-level or higher 6

4. Cognate or Minor..... 12-18

Cognate..... 12

Minor 18

5. Free Electives 11-17

TOTAL hours required (min.)[2]..... 120

[1]

Must earn a grade of C or better. A minimum of 18 credit hours of the Program Requirements must be taken at USC Aiken.

[2] Students can double-count a maximum of nine (9) THEA credit hours across section 2 - College Requirements (Fine Arts) and section 3 - Program Requirements.

Minor in Theatre

Requirements:

- THEA A151 Fundamentals of Theatrical Production 3
- THEA A170 Beginning Acting 3
- Coursework at the 200-level or above in at least two of the following areas: Theatre Performance, Design/Technical Theatre, Theatre History, Directing/Management.....12

Total hours required..... 18

Course Descriptions

Art History (ARTH)

ARTH A105 **History of Western Art I. (3)** This course surveys the history of art and architecture from prehistory to the late Gothic Period. In addition to emphasizing the Western tradition, the course focuses on the dynamic relationship between artistic form and cultural context.

ARTH A106 **History of Western Art II. (3)** This course surveys the history of art and architecture from the Renaissance to the present. In addition to emphasizing the Western tradition, the course focuses on the dynamic relationship between artistic form and cultural context.

ARTH A202 **Immersive Studies in Western Culture. (1-3)** (Prereq: Grade of C or better in ENGL A101 and ENGL A102) Students will explore representations in art, fiction, film, and poetry of the target country. Opportunities to address principles and universal themes that inspired, and continue to inspire, creative expression will be provided during classroom meetings. Then students will have an opportunity to travel to the target country and experience some of this work directly. Class projects will hinge on experiential, field-based learning in the target country with coverage of the foundations of Western art/literature and example-based material during classroom meetings.

ARTH A312 **History of Greek Art. (3)** A survey of architecture, painting and sculpture of the Cycladic through Hellenistic periods.

ARTH A331 **History of Modern Art. (3)** This course surveys the history of architecture, painting, and sculpture from the 19th century to early 20th century. In addition to surveying major movements, this course charts the emergence, influence, and proliferation of European and American avant-gardes -- specifically addressing interdisciplinary movements defined by practices, performance, and the evolution of the art object from the 19th century to the late modern period.

ARTH A335 **History of Twentieth Century Art. (3)** A survey of architecture, painting and sculpture in the 20th century.

ARTH A340 **History of American Art I. (3)** A survey of art in America from colonial times to 1860.

ARTH A341 **History of American Art II. (3)** A survey of art in America from 1860 to the present.

ARTH A343 **History of Animation. (3)** This course offers an introduction to the history of animation, focusing on commercial and artistic practices that expand cinematic modes of expression and experience. Topics explored include pre-cinematic origins (proto-cinema and early cinema), pioneering applications in film and television, advances in technology, the golden age of American animation, war propaganda, experimental and non-objective animation, avant-gardism, global appropriation and application, and

digital animation in the age of New Media.

ARTH A344 **History of Photography. (3)** This course surveys the history of photography, focusing on commercial and artistic practices that expand photographic modes of expression and experience. Topics explored include pre-photographic origins; pioneering applications of photography (motion illusion studies, animation, and film); advances in technology; the archive and the photographic document; avant-gardism and modernism; the vicissitudes of documentary photography; global appropriation and application; postmodernism and post-photography; and digital photography in the age of New Media.

ARTH A397 **Topics in Non-Western Art History. (3)** Intensive studies in selected non-Western artists and movements. Specific topics to be announced each semester/year. Satisfies the non-Western world studies requirement.

ARTH A398 **Topics in Art History. (3)** Intensive studies in selected artists or movements. Specific topics to be announced each semester/year.

ARTH A399 **Independent Study. (1-3)** (Prereq: Consent of Instructor). An independent research project that will culminate in a term paper. Topics must be approved by the supervising professor.

ARTH A401 **Art History Theory and Methods. (3)** (Prereq: C or better in ARTH A105 or ARTH A106) This seminar addresses the history and various methodologies of the art history discipline. The course is divided into two parts. The first part covers traditional methodologies and contemporary critiques. The second part addresses a range of new art histories. At the end of the course, students will be both competent in traditional methods and aware of contemporary debates within art history as a discipline.

ARTH A403 **Art History Practicum. (3)** (Prereq: C or better in ARTH A105 and ARTH A106, and consent of instructor) An internship in Art History in one of the following: Learning Assistant, Research Practicum, or Gallery Practicum.

(1) Learning Assistant. This practicum experience is designed for students interested in learning about pedagogy. In addition to assisting the instructor in the classroom throughout the semester, the student will have opportunities to address instructional methods, theory, and best practices. Coursework includes attending all scheduled classes for the assigned course, assisting students during lab or study sessions, and taking an active role in classroom critiques, discussions, and studio maintenance. Students may only enroll with instructor's permission.

(2) Research Practicum. This practicum experience is designed for students interested in learning more about the research process--including (but not limited to) grant writing, archival research, manuscript preparation, and publishing. Students work with scholars and faculty to assist with ongoing research projects. For BA - Art in Art History majors; other students may enroll with instructor's permission.

(3) Gallery Practicum. This practicum is designed for students interested in gaining firsthand knowledge of the duties involved in operating a gallery, museum, and/or other exhibition venues. Such duties may include (but are not limited to) assisting the director in grant writing, working with artists, marketing, and mounting exhibitions. Students may only enroll with instructor's permission.

ARTH A499 **Art History Capstone. (3)** (Prereq: Senior status or consent of department) A directed senior capstone during which students complete independent research and a senior thesis/research paper in specific areas of art history. The subject of study chosen in consultation with department, and students may only enroll with instructor's permission.

Studio Art (ARTS)

ARTS A102 **Digital Foundations. (3)** This foundation course is an introduction to the use of digital technology and discipline-related software as aids in visual design. Students will learn to navigate and operate a number of design programs in the Adobe suite on Macintosh computers, and participate in the production of creative work through studio practices.

ARTS A103 **Foundations in 2D Design. (3)** This foundation course is an introduction to visual thinking and the principles of two-dimensional design through the exploration of fundamental principles and formal elements. Students will participate in the production of creative work through studio practices. Subject matter includes composition, color, and the use of a variety of basic artistic media.

ARTS A104 **Foundations in 3D Design. (3)** This foundation course explores materials, techniques, and modes of expression relating to three-dimensional design. Students will participate in the production of creative work through studio practices. Emphasis will be placed on traditional sculpting techniques, hands-on experience, and material exploration.

ARTS A111 **Drawing I. (3)** This foundation course is an introduction to the materials and basic techniques of drawing, with an emphasis on observational drawing. Subject matter will include still life, landscape, portraiture, and the figure portrayed in a variety of drawing media, with the goal of developing visual awareness, the coordination of perceptual and manual skills, and the ability to represent what is seen.

ARTS A112 **Drawing II. (3)** (Prereq: C or better in ARTS A111) This course expands on the topics covered in ARTS A111 and covers a deeper exploration of the materials and basic techniques of drawing. Subject matter will include still life, landscape, portraiture, and the figure portrayed in a variety of drawing media, with the goal of developing visual awareness, the coordination of perceptual and manual skills, and the ability to represent what is seen.

ARTS A210 **Introduction to Painting. (3)** This course is an introduction to the materials and techniques of painting. Subject matter will include still life, landscape, and the portrait, with an emphasis on accurately perceiving and representing visual phenomena. This course may be repeated for credit up to 6 hours.

ARTS A220 **Introduction to Ceramics. (3)** This course is an introduction to the materials, science, and techniques of ceramics (e.g., casting, hand-building, and throwing).

ARTS A232 **Life Drawing I. (3)** An introduction to drawing the human figure, with an emphasis on visual perception and basic drawing skills. Lectures will cover anatomy as it is relevant to the artist, and how to represent the forms of the body. This course includes drawing from nude models. This course may be repeated for credit.

ARTS A244 **Introduction to Graphic Design. (3)** This course is an introduction to graphic design principles and practice. This course contains a substantial digital/ technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A245 **Graphic Design Techniques. (3)** (Prereq: ARTS A244 or consent of instructor) Preparation of roughs, comprehensives, and mechanicals for presentation and reproduction of design solutions. Introduction to printing and reproduction of design solutions. Introduction to printing and reproduction processes. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A261 **Introduction to Photography. (3)** A thorough grounding in the technical aspects of 35mm black and white photography and the aesthetics of the photograph as a personal artistic expression. (Must have access to 35 mm camera.)

ARTS A269 **Introduction to Video Production. (3)** (C or better in ARTS A102 or consent of instructor) Fundamentals of pre-production, production, and distribution of moving-image media. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts - Major in Art, Studio and Digital Art Concentration.

ARTS A310 **Intermediate Painting I. (3)** (Prereq: C or better in ARTS A210 or consent of instructor). An intermediate course in painting that directly continues from the material covered in ARTS A210. Students will continue to build foundational skills while exploring painting as a form of expression. Lectures and research projects will introduce students to painting as an expanded field.

ARTS A311 **Advanced Painting. (3)** (Prereq: C or better in ARTS A210 or permission of instructor) An advanced course in painting that will introduce students to the techniques, practices, and concepts needed to establish a self-sustaining creative practice. Students will work towards the production of independent and creative artworks that demonstrate an understanding of the field of painting. This course may be repeated for credit.

ARTS A320 **Intermediate Ceramics I. (3)** (Prereq: C or better in ARTS A220 or permission of instructor) This course covers the materials, science, and techniques of ceramics (e.g., casting, hand-building, and throwing) at the intermediate level. It may include experimentation with clay, glaze chemistry, and firing techniques.

ARTS A321 **Advanced Ceramics. (3)** (Prereq: C or better in ARTS A220 or consent of instructor) As a continuation of ARTS A220, this course covers the materials, science, and techniques of ceramics (e.g., casting, hand-building, and throwing) at the intermediate and advanced level. It may include experimentation with clay, glaze chemistry, and firing techniques. This course may be repeated for credit.

ARTS A345 **Intermediate Graphic Design I. (3)** (Prereq: C or better in ARTS A244) History and evolution of typography as the foundation of visual communication. Organizational systems and creative use in graphic design. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A346 **Intermediate Graphic Design II. (3)** (Prereq: C or better in ARTS A345 or consent of instructor). Artistic editorial design. Design and layout of magazine, book, and other print formats. This course contains a substantial digital/ technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A348 **Book Arts. (3)** This course is a hands-on studio class designed to acquaint students with a working knowledge of book design techniques by completing the design and construction of a handmade case-bound book. Students will research historical and contemporary book designers, study approaches to page layout, and work with text/illustration combinations.

ARTS A362 **Photography and New Media Design. (3)** An intermediate course addressing photographic styles and new media design. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A363 **Color Photography. (3)** (Prereq: ARTS A261) Processing of color slides, negatives, and prints, with an emphasis on producing works of artistic merit and technical proficiency.

ARTS A364 **Digital Photography. (3)** A course in the use of personal computers and software as aids in photographic production and manipulation. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts - Major in Art, Studio and Digital Art Concentration.

ARTS A365 **Digital Illustration. (3)** Digital illustration projects emphasizing current and established visual styles as well as principles of design and composition. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A370 **Digital Video Editing. (3)** (Prereq: C or better in ARTS A269 or consent of instructor) An exploration of non-linear editing solutions. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A371 **Digital Video Effects. (3)** (Prereq: C or better in ARTS A269 or consent of instructor) An exploration of digital special effects for video and other moving image media. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A372 **Social Media Photography. (3)** This course is designed to help students develop a plan for working as a photographer in a social media-focused environment. Research is done into all the forms of social media available to the visual artist. The intent of the class will be to continue to improve photographic skills, while fostering a plan for extending these skills professionally. This course contains a substantial digital/ technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts and the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A373 **Narrative Photography. (3)** This course introduces students to the field of documentary photography and how photographic images are used to create narrative. Students will explore the history of narrative photography and the artists that define the genre. Through exploratory exercises and personal work, students will find their own voice in digital photography. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A379 **Web/New Media Design. (3)** (Prereq: ARTS A102 or ARTS A244 or consent of instructor) A course focusing on the creation of web assets and web pages, with an emphasis on fundamental digital programs and techniques as they relate to the creation of art. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A380 **Animation. (3)** This course covers the fundamentals of animation using a variety of traditional and digital techniques, with an emphasis on short animated sequences. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A381 **3D Asset Creation for Game Development. (3)** Students will learn the basics of real-time 3D asset creation and implementation using Unreal Engine 5. Students will take an asset from start to finish through the import pipeline, create material networks, use Unreal's extensive world-building tools, and practice creating basic game interactivity using Epic's visual scripting language, Blueprint. This course will cover both the technical and artistic challenges of real-time asset creation. The skills gained in this class are relevant to careers in gaming, virtual production for film and TV, and virtual reality. This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A382 **3D Modeling for Entertainment. (3)** This class introduces students to 3D asset creation using Autodesk Maya. Students will learn the principles of polygonal modeling, texturing, lighting and rendering using industry-standard pipelines applicable to both film and games. In addition to polygonal modeling in Maya, students will likewise use Adobe Substance Designer and raytracing rendering software to create a finished 3D scene over the course of the semester. This course will cover both the technical and artistic challenges of 3D asset creation. This course contains a substantial digital/technology component and satisfies the Major Emphasis Require-ment for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A397 **Topics in Digital Art. (3)** Intensive topic in studio art. This course contains a substantial digital/ technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts and the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A398 **Topics in Studio Art. (3)** Intensive study in studio art.

ARTS A399 **Independent Study. (3-9)** (Prereq: permission of instructor) Course content for ARTS A399 will be established entirely on an individual basis according to a suggested program of independent study agreed upon by both the individual student and the instructor. Regular meetings, critiques of art work, research and individual development will be included as well as in-depth discussion. NOTE: Independent study taken at USC Aiken will not count toward the major requirements in USC Columbia but may be used as a free elective.

ARTS A400 **Advanced Photography. (3)** (Prereq: C or better in ARTS A261) An advanced course in 35mm black and white photography and the aesthetics of the photograph as a personal artistic expression. This course contains a substantial digital/technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts and the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration. (Must have access to 35 mm camera.)

ARTS A401 **Advanced Digital Photography. (3)** (Prereq: C or better in ARTS A364 or consent of instructor) An advanced course in the use of personal computers and software as aids in photographic production and manipulation. This course contains a substantial digital/technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts and the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A421 **Advanced Ceramics II. (3)** (Prereq: C or better in ARTS A420) As a continuation of ARTS A420, this course covers the materials, science, and techniques of ceramics (e.g., casting, hand-building, and throwing) at the advanced level. It will also include experimentation with clay, glaze chemistry, and firing techniques.

ARTS A490 **Senior Exhibit. (1)** Students will learn some of the fundamentals of preparing art for exhibit (e.g., matting, mounting, and framing) and will mount a senior exhibit.

ARTS A499 **Studio Art Capstone. (3)** (Prereq: Senior status or consent of department) Students will complete a body of work as their senior thesis. Students will also learn some of the fundamentals of preparing art for exhibition (e.g., matting, mounting, and framing) and will participate in the senior exhibitionâ€"in consultation with the Gallery Director and Faculty Mentor. Additional preparation in professional materials, such as a portfolio, will be included. The subject of study is chosen in consultation with department, and students may only enroll with instructor's permission.

ARTS A524 **Workshop: Ceramics. (3)** (Prereq: C or better in ARTS A320 and consent of instructor) Advanced investigation and analysis of problems and methods in ceramics. Topics vary with suffix.

ARTS A549 **Directed Internship. (3)** (Prereq: C or better in ARTS A345 and consent of instructor) Supervised professional experience in Graphic Design (contract required). This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

ARTS A550 **Directed Photography Internship (3)** (Prereq: C or better in ARTS A364 and consent of instructor) Supervised professional experience in photography (contract required). This course contains a substantial digital/technology component and satisfies the Major Emphasis Requirement for the Bachelor of Arts – Major in Art, Studio and Digital Art Concentration.

Music Education (MUED)

MUED A360 **Topics in Music Education. (2)** (Coreq: MUED A460) This course serves as an introduction to the field of music education. Current trends in music instruction and curriculum design will be discussed, as well as topical issues surrounding education. As a corequisite, students will be expected to observe in the public schools for 20 hours.

MUED A446 **Teaching Music in the Elementary Classroom. (3)** (Prereq: Admission to the Professional Program in Music Education; Coreq: MUED A462) Students will learn and apply appropriate pedagogical skills for the elementary general music classroom. Developing lesson plans, establishing appropriate assessments and rubrics, and creating short and long-term goals and objectives will be discussed as a part of this course.

MUED A456 **Teaching Choral Music in High School. (3)** (Prereq: MUED A446 or permission of the department chair; Coreq: MUED A462) Rehearsal strategies, procedures, materials and methods as they apply to teaching choral music in the high school. Student is required to work with a master teacher in the schools for selected activities in a corequisite practicum. Also open to music-degreed students seeking teacher certification.

MUED A457 **Teaching Instrumental Music in High School. (3)** (Prereq: MUED A446 or permission of the department chair; Coreq: MUED A462) Rehearsal strategies, procedures, materials and methods as they apply to teaching instrumental music in the high school. Student is required to work with a master teacher in the schools for selected activities in a corequisite practicum. Also open to music-degreed students seeking teacher certification.

MUED A470 **Internship in Music Education. (12)** (Prereq: Admission to the Professional Program and Internship in Music Education; Coreq: MUED A476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

MUED A476 **Senior Seminar. (3)** (Prereq: Admission to the Professional Program; Coreq: MUED A470) The synthesis and critical evaluation of professional studies in music education.

Music (MUSC)

MUSC A110 **Introduction to Applied Voice. (2)** (Prereq: Permission of the instructor) Introduction to Applied Voice provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A111 **Applied Voice for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Voice for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A120 **Introduction to Applied Piano. (2)** (Prereq: Permission of the instructor) Introduction to Applied Piano provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A121 **Applied Piano for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Piano for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A122 **Introduction to Applied Organ. (2)** (Prereq: Permission of the instructor) Introduction to Applied Organ provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A123 **Applied Organ for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Organ for the Non-Major provides individualized instruction for students seeking improvement of musical skills,

introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A130 **Introduction to Applied Percussion. (2)** (Prereq: Prereq: Permission of the instructor) Introduction to Applied Percussion provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A131 **Applied Percussion for the Non-Major. (1-2)** (Prereq: declared major in music) (Prereq: permission of department chair) Applied Percussion for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit

MUSC A135 **Group Piano. (3)** A course for beginning piano students meeting in groups. Emphasis on music reading and elementary techniques. May be repeated once for degree credit.

MUSC A137 **Group Piano for Music Majors I. (1)** (Prereq: declared major in music or permission of the instructor) The Group Piano for Music Majors sequence develops practical keyboard skills needed for a career in the field of music. Functional keyboard skills such as scales, arpeggios, chord progressions, harmonization, transposition, sight reading, score reading, accompanying, and performance of keyboard literature will be developed to give students the necessary tools to be successful for the keyboard proficiency degree requirement and in their chosen profession. This course introduces fundamental skills needed for further technical and musical growth. Students may opt to test out of this course and be placed into either MUSC A138 or MUSC A237 with permission of the instructor.

MUSC A138 **Group Piano for Music Majors II. (1)** (Prereq: MUSC A137 or permission of the instructor) The Group Piano for Music Majors sequence develops practical keyboard skills needed for a career in the field of music. Functional keyboard skills such as scales, arpeggios, chord progressions, harmonization, transposition, sight reading, score reading, accompanying, and performance of keyboard literature will be developed to give students the necessary tools to be successful for the keyboard proficiency degree requirement and in their chosen profession. This course continues the development of fundamental skills introduced in MUSC A137 through demonstration of common finger patterns, scales and arpeggios, chord progressions, harmonization, simple accompaniment, introductory improvisation, and basic sight-reading skills. Students may opt to test out of this course and be placed into MUSC A237 with permission of the instructor.

MUSC A140 **Introduction to Applied Violin. (2)** (Prereq: Permission of the instructor) Introduction to Applied Violin provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A141 **Applied Violin for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Violin for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A142 **Introduction to Applied Viola. (2)** (Prereq: Permission of the instructor) Introduction to Applied Viola provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A143 **Applied Viola for the Non-Major. (1-2)** (Prereq: permission of department chair) Introduction to Applied Viola for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A144 **Introduction to Applied Violoncello. (2)** (Prereq: permission of the instructor) Introduction to Violoncello provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A145 **Applied Violoncello for the Non-Major. (1-2)** (Prereq: permission of department chair) Introduction to Applied Violoncello for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A146 **Introduction to Applied Double Bass. (2)** (Prereq: permission of the instructor). Introduction to Applied Double Bass provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A147 **Applied Double Bass for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Double Bass for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A148 **Introduction to Applied Guitar. (2)** (Prereq: permission of the instructor) Introduction to Applied

Guitar provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A149 **Applied Guitar for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Guitar for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A150 **Introduction to Applied Flute. (2)** (Prereq: permission of the instructor) Introduction to Applied Flute provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A151 **Applied Flute for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Flute for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A152 **Introduction to Applied Oboe. (2)** (Prereq: permission of the instructor) Introduction to Applied Oboe provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A153 **Applied Oboe for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Oboe for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A154 **Introduction to Applied Bassoon. (2)** (Prereq: permission of the instructor) Introduction to Applied Bassoon provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A155 **Applied Bassoon for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Bassoon for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A156 **Introduction to Applied Clarinet. (2)** (Prereq: permission of the instructor) Introduction to Applied Clarinet provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A157 **Applied Clarinet for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Clarinet for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A158 **Introduction to Applied Saxophone. (2)** (Prereq: permission of the instructor) Introduction to Applied Saxophone provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A159 **Applied Saxophone for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Saxophone for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A160 **Introduction to Applied Trumpet. (2)** (Prereq: permission of the instructor) Introduction to Applied Trumpet provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A161 **Applied Trumpet for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied Trumpet for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A162 **Introduction to Applied French Horn. (2)** (Prereq: permission of the instructor). Introduction to Applied French Horn provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A163 **Applied French Horn for the Non-Major. (1-2)** (Prereq: permission of department chair) Applied French Horn for the Non-Major provides individualized instruction for students seeking

improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A164 **Introduction to Applied Trombone. (2)** (Prereq: permission of the instructor) Introduction to Applied Trombone provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A165 **Applied Trombone for the Non-Major. (1-2)** **(**Prereq: permission of the department chair) Applied Trombone for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A166 **Introduction to Applied Euphonium. (2)** (Prereq: permission of the instructor) Introduction to Applied Euphonium provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A167 **Applied Euphonium for the Non-Major. (1-2)** (Prereq: permission of the department chair) Applied Euphonium for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A168 **Introduction to Applied Tuba. (2)** (Prereq: permission of the instructor) Introduction to Applied Tuba provides individualized instruction for students majoring in music. Course objectives may include the growth of professional dispositions, development of fundamentals in core musicianship, introduction to basic repertoire, or preparation for further study in applied instruction. This course may be repeated at the discretion of the applied instructor.

MUSC A169 **Applied Tuba for the Non-Major. (1-2)** (Prereq: permission of the department chair) Applied Tuba for the Non-Major provides individualized instruction for students seeking improvement of musical skills, introduction to a varied repertoire for personal enrichment, and development of performance skills. Course may be repeated for credit.

MUSC A173 **Introduction to Western Music. (3)** Introduction to Western Music explores the evolution of musical culture and traditions established in Europe that spread throughout Western civilization. Topics, with an emphasis on history, criticism, and critical listening, include the development of musical ensembles, genres, and stylistic periods from the Middle Ages through the Twentieth Century.

MUSC A174 **Introduction to American Music. (3)** Acknowledging our country's pluralistic and ethnic heritage, Introduction to American Music traces the development of music rooted in European-influenced classical and folk idioms and their contemporary uses of these styles in popular music. Students explore pre-colonial indigenous music, European traditions, the development of early American musical identity, and their evolution to current musical styles such as bluegrass, folk, and country.

MUSC A175 **Introduction to World Music. (3)** Introduction to World Music explores the music cultures of Asia, Africa, the Middle East, Indonesia, and the indigenous cultures of North and South America and Eastern Europe. Musical styles, instruments, and tonal systems will be studied through extensive listening. No formal music skill required. (Satisfies Non-western requirement and Humanities requirement.)

MUSC A176 **Introduction to African and African American Music. (3)** The merging and migration of African and American musical cultures in the United States. This course examines the musical traditions from African cultures that were brought across the Atlantic to the Americas, spawning new folk music. These 'spirituals' were precursors to gospel, blues, and jazz. The history of jazz has also accompanied the racial integration of musical ensembles in the United States, providing a foundation for the social movements of the later twentieth century, influencing rock, R&B, and rap.

MUSC A177 **Introduction to the History of Rock and Roll. (3)** Rock and Roll is simply a genre that continues to stand the test of time. This course will first look at rock as music, emphasizing musical vocabulary and listening skills. While traveling through each decade beginning with the 1920s to today, the class will explore how rock and roll took shape, especially in connection with its cultural and historical context. Students will discover, describe, and understand the actual history of events as they unfold over the decades and their relationship and impact on society, culture, and music.

MUSC A181 **Chamber Music Ensemble. (1)** (Prereq: previous or concurrent enrollment in MUSC A184, MUSC A185, or MUSC A187 or applied instruction). Chamber Music Ensemble provides students the opportunity to perform in a small, diverse, and collaborative environment and study repertoire of all musical styles and historical periods. Ensembles may include one-on-apart vocal groups, string ensembles (e.g., trio, quartet, etc.), wind ensembles (e.g., quartet, quintet, etc.), percussion ensembles, or any diverse use of instrumentation. Students may organize an ensemble and rehearse independently but each ensemble must have music faculty designated coach. This course does not fulfill the large ensemble requirement for music majors and may be repeated until successful completion of all requirements for graduation.

MUSC A183 **Pacer Pulse Basketball Pep Band. (0.5)** The Pacer Pulse Basketball Pep Band serves the campus community during USC Aiken men's and women's NCAA Division II home basketball games. The ensemble is open to all woodwind, brass and percussion instrumentalists enrolled at USC Aiken regardless of major. (The course may be repeated for credit.)

MUSC A184 **USC Aiken Wind Ensemble. (1)** Wind Ensemble introduces students to a wide variety of music literature from the Western tradition (i.e. music of the past 100 years, including American idioms such as jazz and the American march, as well as transcriptions of music from the Baroque, Classical, and Romantic periods in music history). Students are encouraged to develop critical thinking and listening skills through active participation. Through performance, the primary objective is to develop a deeper appreciation for music in its cultural and historical contexts. This course may be repeated for credit. Music education majors with an emphasis in instrumental studies are required to enroll in this course every semester until MUED A470 -- Internship in Music Education.

MUSC A185 **USC Aiken Concert Choir. (1)** Concert Choir introduces students to a wide variety of music literature from the Western tradition (i.e. Renaissance, Baroque, Classic, Romantic, and Contemporary periods in music history) as well as indigenous music throughout the world. Students are encouraged to develop critical thinking and listening skills through active participation. Through performance, the primary objective is to develop a deeper appreciation for music in its cultural and historical contexts. This course may be repeated for credit. Music education majors with an emphasis in vocal studies are required to enroll in this course every semester until MUED A470 -- Internship in Music Education.

MUSC A186 **Masterworks Chorale. (1)** The Masterworks Chorale is intended to develop vocal skills, musical literacy, and musical understanding through the choral experience. The Masterworks Chorale will perform repertoire consisting of sacred and secular literature with an emphasis upon the masterworks of renowned composers. Students are expected to have had musical experience at the high school level or above. May be repeated for degree credit for a total of two hours.

MUSC A187 **Jazz Band I. (1)** (Prereq: Approval of the instructor). Rehearsal and performance of jazz music. May be repeated for credit.

MUSC A189 **Aiken Concert Band I. (1)** The Aiken Concert Band is a community-based large ensemble comprised of woodwind, brass, and percussion instruments. Students study new and standard wind band repertoire and apply concepts of ensemble blend, intonation, and musicality in rehearsals and public performances. May be repeated for credit.

MUSC A194 **Introduction to Music Theory (1)** (Prereq: Qualifying score on placement test) An introduction to the basic principles of music theory, including notation, rhythm, intervals, and key signatures.

MUSC A195 **Music Technology. (2)** This course introduces students to the use of technology and its applications in music. Students will develop an understanding of the current trends in technology for the music education classroom, performance hall, music studio, and internet.

MUSC A196 **Music Theory I. (3)** (Prereq: Qualifying score on placement test; Coreq: MUSC A197) An introduction to the basic elements, materials, and structure of tonality in the Western tradition. Emphases are harmony, voice leading, part-writing, and counterpoint.

MUSC A197 **Aural Skills. (1)** (Coreq: MUSC A196) Introduction to ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A198 **Music Theory II. (3)** (Prereq: C or better in MUSC A196 Coreq: MUSC A197 or MUSC A199) Continued development of techniques, applications, and skills developed in MUSC A196, including the elements, materials, and structure of Western music with an emphases on harmony, voice leading, part-writing, and counterpoint.

MUSC A199 **Aural Skills II. (1)** (Prereq: C or better in MUSC A197 Coreq: MUSC A198 or MUSC A296) Continued development of ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A203 **Class Voice Instruction and Methods. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual voice.

MUSC A204 **Diction I. (1)** A study of the physical factors in the production of vowel and consonant sounds in Italian and Latin. Emphasis is on accuracy and clarity in pronunciation for singers aided by the study of phonetics and the international phonetic alphabet.

MUSC A205 **Diction II. (1)** (Prereq: MUSC A204) A study of the physical factors in the production of vowel and consonant sounds in French and German. Emphasis is on accuracy and clarity in pronunciation for singers aided by the study of phonetics and the international phonetic alphabet.

MUSC A206 **Methods & Pedagogy for Teaching String Instruments. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.

MUSC A207 **Methods & Pedagogy for Teaching Woodwind Instruments. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.

MUSC A208 **Methods & Pedagogy for Teaching Brass Instruments. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.

MUSC A209 **Methods & Pedagogy for Teaching Percussion Instruments. (1)** Instruction includes study of repertory, individual work on technical and musical problems, performing experience, and intensive understanding of teaching strategies at various levels unique to the individual instruments.

MUSC A210 **Applied Voice I. (2)** (Prereq: declared major in music) Applied Voice I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A220 **Applied Piano I (2)** (Prereq: declared major in music) Applied Piano I I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A222 **Applied Organ I. (2)** (Prereq: declared major in music) Applied Organ I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A230 **Applied Percussion I. (2)** (Prereq: declared major in music) Applied Percussion I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A237 **Group Piano for Music Majors III. (1)** (Prereq: MUSC A138 or permission of the instructor) The Group Piano for Music Majors sequence develops practical keyboard skills needed for a career in the field of music. Functional keyboard skills such as scales, arpeggios, chord progressions, harmonization, transposition, sight reading, score reading, accompanying, and performance of keyboard literature will be developed to give students the necessary tools to be successful for the keyboard proficiency degree requirement and in their chosen profession. This course enhances the continued development of fundamental skills introduced in MUSC A138 and incorporates skill appropriate keyboard literature for practice and performance.

MUSC A238 **Group Piano for Music Majors IV. (1)** (Prereq: MUSC A237 or permission of the instructor) The Group Piano for Music Majors sequence develops practical keyboard skills needed for a career in the field of music. Functional keyboard skills such as scales, arpeggios, chord progressions, harmonization, transposition, sight reading, score reading, accompanying, and performance of keyboard literature will be developed to give students the necessary tools to be successful for the keyboard proficiency degree requirement and in their chosen profession. This course completes the development of fundamental keyboard skills and assists with preparation for the piano proficiency exam or further keyboard studies through applied lessons.

MUSC A240 **Applied Violin I. (2)** (Prereq: declared major in music) Applied Violin I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A242 **Applied Viola I. (2)** (Prereq: declared major in music) Applied Viola I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A244 **Applied Violoncello I. (2)** (Prereq: declared major in music) Applied Violoncello I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A246 **Applied Double Bass I. (2)** (Prereq: declared major in music) Applied Double Bass I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A248 **Applied Guitar I. (2)** (Prereq: declared major in music) Applied Guitar I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A250 **Applied Flute I. (2)** (Prereq: declared major in music) Applied Flute I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A252 **Applied Oboe I. (2)** (Prereq: declared major in music) Applied Oboe I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A254 **Applied Bassoon I. (2)** (Prereq: declared major in music) Applied Bassoon I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A256 **Applied Clarinet I. (2)** (Prereq: declared major in music) Applied Clarinet I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A258 **Applied Saxophone I. (2)** (Prereq: declared major in music) Applied Saxophone I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A260 **Applied Trumpet I. (2)** (Prereq: declared major in music) Applied Trumpet I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A262 **Applied French Horn I. (2)** (Prereq: declared major in music) Applied French Horn I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A264 **Applied Trombone I. (2)** (Prereq: declared major in music) Applied Trombone I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A266 **Applied Euphonium I. (2)** (Prereq: declared major in music) Applied Euphonium I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A268 **Applied Tuba I. (2)** (Prereq: declared major in music) Applied Tuba I provides individualized instruction for the development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of Level Exam I.

MUSC A296 **Music Theory III. (3)** (Prereq: C or better in MUSC A198 Coreq: MUSC A199 or MUSC A297) Continued development of techniques, applications, and skills developed in MUSC A198, including the elements, materials, and structure of Western music with an emphases on harmony, voice leading, part-writing, and counterpoint.

MUSC A297 **Aural Skills III. (1)** (Prereq: C or better in MUSC A199 Coreq: MUSC A198 or MUSC A296) Continued development of ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A298 **Music Theory IV. (3)** (Prereq: C or better in MUSC A196 Coreq: MUSC A297 or MUSC A299) Continued development of techniques, applications, and skills developed in MUSC A296, including the elements, materials, and structure of Western music as applied in the Nineteenth through Twenty-first centuries, with emphases on harmony, voice leading, part-writing, and counterpoint.

MUSC A299 **Aural Skills IV. (1)** (Prereq: C or better in MUSC A197; Coreq: MUSC A296 or MUSC A298) Continued development of ear training and sight reading skills that include develop of aural skills, application of rhythmic and tonal reading skills, and aural dictation.

MUSC A310 **Applied Voice II. (2)** (Prereq: MUSC A210 and successful completion of Level Exam I) provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A320 **Applied Piano II. (2)** (Prereq: MUSC A220 and successful completion of Level Exam I) Applied Piano II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A322 **Applied Organ II. (2)** (Prereq: MUSC A222 and successful completion of Level Exam I) Applied Organ II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A330 **Applied Percussion II. (2)** (Prereq: MUSC A238 and successful completion of Level Exam I) Applied Percussion II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A336 **Conducting I. (2)** (Prereq: MUSC A297 or consent of instructor) Conducting I focuses on technical fundamentals and artistic philosophy to help prepare students of the pragmatic contribution they will make early in their careers. Students receive resources for artistic inspiration, a working facility in gesture and motion, expression, modes of communication and performance of various meters, tempi, and styles. Skills are practiced and assessed through laboratory ensembles. Students also learn terminology applicable to basic score preparation and instrument transposition.

MUSC A337 **Conducting II. (2)** (Prereq: MUSC A336) further develops the technical skills and artistic philosophy of students to prepare them for a career as an artist, teacher, and conductor. Students gain more resources for artistic inspiration, advanced facility in gesture and motion, expression, modes of communication and performance of various meters, tempi, and styles. Skills are practiced and assessed through laboratory ensembles. Students also learn additional terminology related to advanced score preparation and instrument transposition.

MUSC A340 **Applied Violin II. (2)** (Prereq: MUSC A240 and successful completion of Level Exam I) Applied Violin II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A342 **Applied Viola II. (2)** (Prereq: MUSC A240 and successful completion of Level Exam I) Applied Viola II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A343 **Guitar III (1-2)** (Prereq: MUSC A144 and permission of department chair). Continuation of MUSC A144. Individual instruction for development of technique and learning of appropriate repertoire. (May be repeated once for degree credit. Students must complete two semesters of this course before enrolling in the next level.

MUSC A344 **Applied Violoncello II. (2)** (Prereq: MUSC A244 and successful completion of Level Exam I. Applied Violoncello II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A346 **Applied Double Bass II. (2)** (Prereq: MUSC A246 and successful completion of Level Exam 1) Applied Double Bass II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A348 **Applied Guitar II. (2)** (Prereq: MUSC A248 and successful completion of Level Exam I) Applied Guitar II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A350 **Applied Flute II. (2)** (Prereq: MUSC A250 and successful completion of Level Exam I) Applied Flute II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A352 **Applied Oboe II. (2)** (Prereq: MUSC A252 and successful completion of Level Exam I) Applied Oboe II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A354 **Applied Bassoon II. (2)** (Prereq: MUSC A254 and successful completion of Level Exam I) Applied Bassoon II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A356 **Applied Clarinet II. (2)** (Prereq: MUSC A256 and successful completion of Level Exam I) Applied Clarinet II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A358 **Applied Saxophone II. (2)** (Prereq: MUSC A258 and successful completion of Level Exam I) Applied Saxophone II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A360 **Applied Trumpet II. (2)** (Prereq: MUSC A260 and successful completion of Level Exam I) Applied Trumpet II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A362 **Applied French Horn II. (2)** (Prereq: MUSC A262 and successful completion of Level Exam I) Applied French Horn II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A364 **Applied Trombone II. (1-2)** (Prereq: MUSC A264 and successful completion of Level Exam I) Applied Trombone II provides individualized instruction for continued development of professional musical skills. Course objectives include the development of core musicianship, repertoire, and artistry. Course may be repeated until successful completion of Level Exam II.

MUSC A366 **Applied Euphonium II. (2)** (Prereq: MUSC A264 and successful completion of Level Exam I) Applied Trombone II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A368 **Applied Tuba II. (2)** (Prereq: MUSC A268 and successful completion of Level Exam I) Applied Tuba II provides individualized instruction for continued development of professional musical skills. Course objectives include the further development of core musicianship, repertoire, and artistry. This course may be repeated until successful completion of all requirements for graduation.

MUSC A371 **History of Western Music I. (3)** A study of music and its place in Western civilization from the middle ages through the baroque.

MUSC A372 **History of Western Music II. (3)** A study of music and its place in Western civilization from the 18th century to the present.

MUSC A373 **History of the Musical Theatre. [=THEA A363] (3)** This course will examine the influences, history and development of the American musical from its inception to today. Cross-listed with THEA A363.

MUSC A374 **History of American Music. (3)** A broad survey of music in America from Colonial times to the present. Topics include music in early North America, popular music, jazz, theater and film music, opera, and concert music.

MUSC A388 **Canticum Novum. (1)** (Prereq: By Audition). Canticum Novum is an auditioned chamber ensemble specializing in the performance of early music as well as contemporary literature appropriate for the small ensemble. May be repeated for credit.

MUSC A392 **Selected Topics in Music Theory, Performance and Studio. (1-3)** Topics in music theory, performance, and studio to be announced by suffix and title in the schedule of classes.

MUSC A393 **Selected Topics in Music History. (1-3)** Topics in music history to be announced by suffix and title in the schedule of classes.

MUSC A396 **Applied Composition. (1-2)** (Prereq: MUSC A297 or permission of instructor) Individual instruction in the process of composition with attention to creativity. (May be repeated for degree credit.)

MUSC A397 **Orchestration and Arranging. (2)** (Prereq: MUSC A297) Study of instrumentation and orchestration in various styles as applied to bowed and plucked string instruments, woodwinds, brass instruments, percussion, and keyboard instruments. Topics include transcription, transpositions, ranges, score analysis, score and part preparation, scoring for instrumental sections (alone and in combination), full orchestra, and band. Includes individual projects in composition, arranging and orchestration.

MUSC A398 **Form and Analysis. (2)** (Prereq: MUSC A297) Traditional techniques of musical form and their applications in historical and contemporary styles. Forms examined include binary, ternary, rondo, sonata, concerto, ostinato, variations, suite, and fugue.

MUSC A399 **Independent Study. (1-6)** (Prereq: permission of instructor) Independent study in music.

MUSC A410 **Applied Voice III. (2)** (Prereq: MUSC A310 and successful completion of Level Exam II) Applied Voice III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A420 **Applied Piano III. (2)** (Prereq: MUSC A320 and successful completion of Level Exam II) Applied Piano III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A422 **Applied Organ III. (2)** (Prereq: MUSC A322 and successful completion of Level Exam II) Applied Organ III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A430 **Applied Percussion III (2)** (Prereq: MUSC A330 and successful completion of Level Exam II) Applied Percussion III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A440 **Applied Violin III. (2)** (Prereq: MUSC A330 and successful completion of Level Exam II) Applied Violin III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A442 **Applied Viola III. (2)** (Prereq: MUSC A342 and successful completion of Level Exam II) Applied Viola III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A444 **Applied Violoncello III. (2)** (Prereq: MUSC A344 and successful completion of Level Exam II) Applied Violoncello III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A446 **Applied Double Bass III. (2)** (Prereq: MUSC A346 and successful completion of Level Exam II) Applied Double Bass III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A448 **Applied Guitar III. (2)** (Prereq: MUSC A348 and successful completion of Level Exam II) Applied Guitar III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A450 **Applied Flute III. (2)** (Prereq: MUSC A350 and successful completion of Level Exam II) Applied Flute III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A452 **Applied Oboe III. (2)** (Prereq: MUSC A352 and successful completion of Level Exam II) Applied Oboe III provides individualized instruction for

continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A454 **Applied Bassoon III. (2)** (Prereq: MUSC A354 and successful completion of Level Exam II) Applied Bassoon III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A456 **Applied Clarinet III. (2)** (Prereq: MUSC A356 and successful completion of Level Exam II) Applied Clarinet III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A458 **Applied Saxophone III. (2)** (Prereq: MUSC A358 and successful completion of Level Exam II) Applied Saxophone III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A460 **Applied Trumpet III. (2)** (Prereq: MUSC A360 and successful completion of Level Exam II) Applied Trumpet III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A462 **Applied French Horn III. (2)** (Prereq: MUSC A362 and successful completion of Level Exam II) Applied French Horn III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A464 **Applied Trombone III. (2)** (Prereq: MUSC A364 and successful completion of Level Exam II) Applied Trombone III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A466 **Applied Euphonium III. (2)** (Prereq: MUSC A366 and successful completion of Level Exam II) Applied Euphonium III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

MUSC A468 **Applied Tuba III. (2)** (Prereq: MUSC A368 and successful completion of Level Exam II) Applied Tuba III provides individualized instruction for continued development of professional musical skills. Course objectives include the continued development of core musicianship, repertoire, and artistry to a level sufficient for a solo recital. This course may be repeated until completion of all requirements for graduation.

Theatre (THEA)

THEA A151 **Fundamentals of Theatrical Production. (3)** A survey of the basic skills required to participate safely and actively in the execution of design and technical elements of a theatrical production. Basic skill sets covered include costuming, lighting, sound, carpentry, and painting.

THEA A161 **Introduction to Theatre Art. (3)** Understanding and criticism of dramatic literature, history, and production.

THEA A170 **Fundamentals of Acting I. (3)** The technique of body and voice control; improvisations; interpretation of characters: characterization applied to scenes.

THEA A220 **Audition and Performance Laboratory. (1)** Extensive audition and self-marketing preparation, geared toward specific professional, graduate, and university theatre auditions. (Course may be repeated for a maximum of two credits).

THEA A221 **Scene Studio Laboratory. (1)** Supervised participation as a scenic technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A222 **Immersive Acting Laboratory. (1)** Extensive character development practice through improvisation and simulated patient portrayals. Students will be developing characters to participate in Psychiatric Nursing clinical practice interviews.

THEA A223 **Lighting Studio Laboratory. (1)** Supervised participation as a lighting technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A224 **Directing Laboratory. (1)** Principles, procedures, and practice of stage direction, with selection, analysis, casting, rehearsal, and performance of a short play to be presented in the O'Connell Theatre.

THEA A225 **Theatrical Production Laboratory. (1)** Supervised participation in a key position for the semester main stage production. Positions may include acting, directing, stage management, and design. (Course may be repeated for a maximum of six credits).

THEA A226 **Sound Design Laboratory. (1)** An introduction to the principles and techniques of Sound Design. Students will learn QLAB basics, basic sound editing, and speaker placement/assignment skills. Class will enable students to facilitate a sound design for University Theatre. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two

credits).

THEA A227 **Costume Studio Laboratory. (1)** Supervised participation as a costume technician in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A228 **Stage Management Laboratory. (1)** Supervised participation as a Stage Manager in theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A229 **Theatre Management Laboratory. (1)** Supervised participation in theatre management for theatrical production. Specific hours and activities will be arranged with the instructor. (Course may be repeated for a maximum of two credits).

THEA A251 **Scenic Production Techniques. (3)** (Prereq: THEA A151 or permission of the instructor; Coreq: THEA A221) A study of the techniques and structural concepts involved in the execution of theatrical scenery, this course covers topics including: two and three-dimensional scenic units, overhead rigging, making and interpreting construction drawings, and scene changing devices.

THEA A270 **Voice for the Theatre. (3)** (Prereq: THEA A170). The various aspects of voice production for the stage are intensely examined and explored. Topics include organs of speech, the sounds of Spoken English, the International Phonetic Alphabet, practicing and warming up the vocal instrument, dialects, and creating a vocal score for a character.

THEA A274 **Beginning Dance. (1)** Fundamental skills and terminology through creative movement, patterns, and improvisation.

THEA A281 **Makeup for the Theatre.** (3) This course gives the actor, the prospective actor, and anyone who might be involved with makeup (whether as a designed, director, makeup artist, or teacher), the theoretical and practical knowledge necessary in order to design, apply and properly wear makeup that projects a specific character.

THEA A353 **Stage Lighting Design and Technology. (3)** (Prereq: THEA A151 or permission of the instructor; Coreq: THEA A223) A study of the fundamental concepts and technology involved in the creation and execution of theatrical lighting designs, this course covers topics including qualities and functions of stage lighting, distribution techniques, color theory, research techniques, instrumentation, design process, graphics, paperwork, and electrical theory. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

THEA A354 **Scenic Design and Theatrical Graphics. (3)** (Prereq: THEA A151 or permission of the instructor) A study of the fundamental concepts and graphic techniques involved in the communication of theatrical scenic designs, this course covers topics including design elements, research techniques, CADD drafting, perspective rendering, and modeling techniques. This course contains a substantial technology component and satisfies the technology arts option for the Bachelor of Arts - Major in Fine Arts.

THEA A357 **Theatrical Costume Design and Production. (3)** (Prereq: THEA A151 or permission of the instructor; Coreq: THEA A227) A study of the fundamental concepts, graphic techniques and construction methods involved in the communication and execution of theatrical costume designs, this course covers topics including design elements, research techniques, history, rendering, patterning, and stitching.

THEA A358 **Stage Management. (3)** (Prereq: THEA A151, A170) A practical study of the principles and procedures of stage management for the theatre.

THEA A361 **History of Theatre I. (3)** A survey of plays, playwrights, actors, production and the physical development of theatres. Reading of representative plays required. From the time of Greeks to 1660.

THEA A362 **History of Theatre II. (3)** A continuation of a survey of plays, playwrights, actors, production, and the physical development of theatres. Reading of representative plays required. From 1660 to present.

THEA A363 **History of the Musical Theatre. [=MUSC A373] (3)** This course will examine the influences, history, and development of the American musical from its inception to today. Cross-Listed with MUSC A373.

THEA A364 **African American Theatre. (3)** African American Theatre investigates the foundational African American presence in US theatre from the early nineteenth century to today. It does this through an examination of play texts, performances, theatre movements, and social history. To understand the political and aesthetic power of these plays, they must be viewed against a backdrop of racist performance practices, such as minstrelsy and blackface, which dominated the cultural landscape.

THEA A370 **Intermediate Acting. (3)** (Prereq: THEA A170) A continuation of scene study and character development. (Students who received credit for THEA A171 may not take this course for credit.)

THEA A372 **Fundamentals of Movement in the Performing Arts. (1)** An introduction to basic physical skills, including relaxation, flexibility, and manipulation of the body at rest and in motion. The course will train performers in methods for placing the body and using the stage. (May be repeated for up to three hours credit.)

THEA A374 **Intermediate Dance. (1)** (Prereq: THEA A274). Continuation of THEA A274, increased dance skills through creative movement, patterns, improvisations, and compositional problems. (May be repeated for degree credit for a total of three hours.)

THEA A377 **Intermediate Ballet II. (1)** (Prereq: THEA A376 or consent of instructor. May be repeated for degree credit for a total of three hours.)

THEA A378 **Beginning Jazz Dance. (1)** (Prereq: none) Performance of jazz dance and its styles from its origins to its use of the contemporary stage.

THEA A379 **Intermediate Jazz Dance. (1)** (Prereq: THEA A378) Development of jazz movement and styles. Control, rhythm, and continuity are emphasized. A continuation of THEA A378.

THEA A398 **Topics in Theatre. (3)** (Prereq: permission of instructor) Study of selected topics in theatre. Individual title and suffix to be announced with each

topic.

THEA A399 **Independent Study. (3-6)** (Prereq: permission of instructor)

THEA A451 **Theatrical Design Studio. (3)** (Prereq: THEA A353 or THEA A354 or THEA A357) A project-oriented study of theatrical design techniques in the area of lighting, scenery, or costumes. This course concentrates on developing script analysis, research, and rendering techniques through mentored and collaborative project work. (Course may be repeated in different areas of design for a maximum of nine credits.)

THEA A465 **Playwriting [=ENGL A465] (3)** (Prereq: Grades of C or better in ENGL A101 and A102.) Practice and discussion of basic techniques of writing plays. May be repeated for a maximum of six hours. (Offered on demand.) Cross-listed with ENGL A465.

THEA A478 **Play Direction. (3)** (Prereq: THEA A370 and THEA A358 or permission of instructor) A study of principles, procedures, and practice of stage direction, with selection, analysis, casting, and rehearsal of a one-act play to be presented in the O'Connell Theatre.

THEA A522 **Creative Drama. (3)** Methods and techniques in developing and leading informal dramatic activity with children.

THEA A526 **Children's Theatre. (3)** (Prereq: consent of instructor) Special problems in producing plays for child audiences.

THEA A529 **Theatre Management. (3)** Problems involved in organizing, administering, and promoting the non-professional theatre.

THEA A570 **Advanced Acting. (3)** (Prereq: THEA A170, A370) Theory and practice in the development of a role and an understanding of the audience-actor relationship.

THEA A575 **Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.

THEA A576 **Rehearsal and Performance. (3)** (Prereq: consent of instructor) An intensive laboratory course in repertory theatre.

THEA A596 **Directed Internship in Theatre. (3)** (Prereq: Student has completed at least 85 hours and permission of instructor.) Supervised Professional Experience in Theatre. (Contract Required)

Other Programs and Courses

offered by the

College of Arts, Humanities, and Social Sciences

Liberal Studies

Dr. Joel Scraper, *Coordinator*

The world is a diverse and complex place, making it important to understand people, cultures, events, and concepts from multiple perspectives. The Bachelor of Arts in Liberal Studies degree provides a broad foundation to explore a variety of conceptual frameworks, allowing students to integrate their understanding into a unique and individualized degree plan.

Career readiness is an asset in the modern workplace, and this degree equips students with knowledge and tools for a wide range of multidimensional career paths in numerous industries. Creativity, versatility, and a well-rounded knowledge base are its guiding principles. Depending on the specific courses you choose, there are many potential career paths available.

This degree incorporates studies in the humanities, social sciences, business, mathematics, computer science, and natural sciences. Such a broad curriculum encourages personal development, promotes a global perspective, enhances critical thinking, and develops professional skills.

Courses may be taken in any order as long as prerequisites are met. Students may transfer up to 75 credits from another accredited institution. All Major Requirements must be completed at USC Aiken unless by consent of the Program Coordinator.

Bachelor of Arts
Major in Liberal Studies

Concentrations:

Integrated Research

Multi-Disciplinary Studies

Total credit hours required: 120

Integrated Research Concentration

1. General Education Requirements..... 31

- COMM A201 or A241 3
- ENGL A101..... 3
- ENGL A102..... 3
- HIST A101 or A102..... 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab)..... 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. School Requirements..... 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this section may also count towards Program Requirements hours.

3. Program Requirements..... 45

A. Concentration: Integrated Research..... 42

- Candidates opting to focus academic studies in a specific field (e.g. biology, government, or creative writing) and integrate these skills within a secondary field within any of the academic areas may opt to pursue a Field of Study. A Field of Study encompasses 30 credit hours within the primary area of study and 12 hours within a secondary area of study. Within the primary area of study, at least 60% of the courses must be 300-level or higher to satisfy major requirements. One course must incorporate research methodology (e.g., ENGL A275 or IDST A201) from one of the areas of study listed above.
- Ideal candidates for this option have completed two or more courses at USC Aiken that sparked an interest to learn more and intend to pursue graduate studies or a career in that field. Fields of Study are individually designed, allowing flexibility and customization that align with academic and professional goals.
- To be eligible for this option, students must have completed at least 30 hours of coursework at USC Aiken and maintain a cumulative grade point average (GPA) of 2.75. Only courses taken at USC Aiken count toward the Field of Study. Students interested in this option must complete the Field of Study Proposal Form meeting the minimum requirements for this option.

B. Major Capstone..... 3

4. Cognate or Minor..... 12-18

5. Free Electives 11-17

TOTAL hours required (min.)..... 120

Multi-Disciplinary Studies Concentration

1. General Education Requirements..... 31

- COMM A201 or A241 3
- ENGL A101..... 3
- ENGL A102..... 3
- HIST A101 or A102..... 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab)..... 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. School Requirements..... 15

Select a minimum of 15 credit hours from at least three of the following areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages. Courses in this

section may also count towards Program Requirements hours.

3. Program Requirements 45

A. Concentration: Multi-Disciplinary Studies 42

Candidates choose a broad area of study for maximum flexibility. Students may select courses from any of these academic areas:

- Business (e.g., the areas of accounting, finance, management, and marketing)
- Humanities (e.g., the areas of fine arts, history, languages, literature, philosophy, and writing)
- Sciences (e.g. the areas of computer science, mathematics, biology, chemistry, psychology, and exercise sports science)
- Social Sciences (e.g. the areas of communication, economics, political science, and sociology)

Candidates must complete a minimum of twelve hoursin at least two areas of study. At least 60% of the courses must be 300-level or higher to satisfy major requirements. One course must incorporate research methodology (e.g., ENGL A275 or IDST A201) from one of the areas of study listed above.

B. Major Capstone 3

4. Cognate or Minor 12-18

5. Free Electives 11-17

TOTAL hours required (min.) 120

Minor in African American Studies

The African American Studies minor offers students an interdisciplinary approach to understanding Black lives and the African Diaspora in the Americas. Focusing on both theoretical concepts and lived experience, this minor will provide a broad overview of the history, culture, and conditions pertaining to the African American experience.

Core Requirements:

Choose three of the following 9

- HSSI A202 African American Studies
- ENGL A286 Survey of African American Literature
- HIST A340 Survey of African American History
- SOCY A365 Sociology of the Black Experience
- COMM A362 African American Rhetoric
- MUSC A176 Introduction to African American Music

Additional Requirements:

Choose three of the following 9

- COMM A450 Intercultural Communication
- COMM A455 Gender, Communication, and Culture
- ENGL A386 Caribbean Literature
- ENGL A430 Southern Literature
- ENGL A480 Studies in Literary Criticism: African American Literary Theory
- ENGL A486 Comparative Black Literatures
- HIST A362 Modern Latin America
- HIST A436 Issues in African American History
- SOCY A355 Minority Group Relations
- SOCY A356 Sociology of Law
- SOCY A425 Race, Class, Gender, Crime, & Justice
- SOCY A435 Feminist Criminology
- THEA A364 African American Theatre

Total hours required 18

1. Students must earn a C or better in these courses.

2. Students can apply 3 hours of independent study or directed internship to the minor upon approval of the Director of African American Studies.

3. Individual courses may have prerequisites.

4. Courses subject to change based on expertise of instructor and as courses are added and removed from the bulletin.

Course Descriptions

Academic Support (ASUP)

ASUP A110 **Emerging Leader. (2)** (Prereq: Consent of instructor, 2.5 GPA and previous leadership experience) This course will offer an introduction to leadership development by examining a variety of leadership skills, with an emphasis on leadership styles. Through several assignments, students will actively examine their own abilities and develop critical skills needed to become leaders in their communities.

ASUP A210 **Citizen Leadership. (2)** (Prereq: 30 credit hours) This course provides the opportunity to apply leadership theory to active service learning experiences. Students will look at citizenship from a variety of perspectives and will reflect on their own roles as leaders and citizens. This course uses the PARE model (Preparation, Action, Reflection, and Evaluation) to develop critical thinking skills.

ASUP A215 **Diversity Leadership. (2)** Through engaging with standard models, theories, and practical experiences of diversity, equity, and inclusion students will be introduced to holistic approaches to diversity, practical applications of inclusion and equity, and addressing obstacles to building more diverse, equitable, and inclusive cultures. Completion of ASUP A110 encouraged but not required.

ASUP A310 **Leadership Exchange. (2)** (Prereq: 30 credit hours and consent of instructor) This course will offer students an in-depth analysis of an important social issue facing American society and how citizens can make a difference through their leadership and grassroots efforts. Travel to another part of the country will be required as part of the course.

ASUP A410 **College to Career. (1)** (Prereq: 75 credit hours) A study of the various transition issues faced as students move from college into the world of employment. Emphasis will be placed on the areas of job searching, analysis of transferable skills, and workplace and life-related issues (workplace ethics, etiquette, financial planning, civic engagement, etc.)

The class will focus on how an individual's college experience has prepared him/her for life after graduation.

Humanities (HSSI)

HSSI A107 **Southern Studies. (3)** "Southern Studies" is an interdisciplinary study of the South since the Civil War. Utilizing the skills of humanists and social scientists, an overview of the Southern tradition, changes, and recent political and social trends will be made. Perspectives on the South will be presented from the following fields as a minimum: history, literature, music, political science, religion and sociology. The course will utilize a team-teaching approach with numerous guest lecturers and presentations.

HSSI A150 **Topics in Arts, Humanities, and Social Sciences. (3)** An introduction to concepts, themes, creations, and principles in the arts and humanities. The course introduces students to significant works in the visual arts, performing arts, history, literature, and/or philosophy.

HSSI A201 **Peace Studies. (3)** An introduction to peace studies from the perspective of several academic disciplines. Topics may include the causes of war, ethical, and religious perspectives on peace, economic causes and consequences of conflict, and theories and practicalities of conflict resolution as they have been understood in a variety of cultures and traditions.

HSSI A202 **African American Studies. (3)** A comparative study of the history, politics and the arts of Africa and African America. Emphasis will be on the cross-cultural influences between Africans and African-Americans and the influence of the forced dispersal of the African people on American culture.

HSSI A211 **Issues in Women's Studies. (3)** This course is an interdisciplinary approach to the issues affecting women in contemporary society from the perspective of literature, politics, philosophy, sociology, religion, communication, and history.

HSSI A220 **Statistics for Social Science. (3)** (Prereq: MATH A102 or higher) This class is an introductory course designed to provide students with an overview of common statistical techniques in order to conduct and evaluate empirical research in the Arts, Humanities, and Social Sciences. The course will offer instruction and practice with common basic statistical techniques. The class will consist of a conceptual overview of the principles behind statistics, the assumptions involved, and the application of statistics in research. The course will provide an understanding of how to use statistics in humanities and social scientific research. Students will also learn to use statistical software to analyze real datasets and evaluate hypotheses. Open only to students in the College of Arts, Humanities, and Social Sciences. This course cannot be taken for general education mathematics credit by students who are not graduating in the College of Arts, Humanities, and Social Sciences. For College of Arts, Humanities, and Social Science majors, degree requirements may vary. Please consult with your department as to whether this course fulfills the General Education Math requirement.

HSSI A301 **Topics in Peace Studies. (3)** (Prereq: sophomore standing) An examination of one or more peace-related topics (e.g., conflict resolution, negotiation, forgiveness, human rights, poverty, social justice, literature of peace).

HSSI A310 **Topics in Film. (3)** An exploration of the connection between film and historical events, cultural belief systems and practices, and socio-political ideologies. Through viewing the films, doing the required readings, discussing the films, and writing the required analyses of the films, students will analyze, interpret, contextualize, and evaluate the films they have seen as they pertain to the study of humanities. Through this course, students will think critically and creatively about what it means to be human through analysis, interpretation, contextualization, and evaluation of the films screened in the class. Specific topics will be announced with each offering of the course.

HSSI A350 **Seminar in Arts Entrepreneurship. (3)** (Prereq: BADM A350) This seminar introduces students to entrepreneurial approaches within the arts and creative industries. Through discussion, case studies, and applied exercises, students explore a range of career pathways and professional roles available to artists and arts leaders.

Interdisciplinary Studies (IDST)

IDST A101 **Introduction to Interdisciplinary Studies. (1)** Introduces concepts and methods of interdisciplinary study by critically examining and comparing approaches to knowledge and learning in the arts, humanities, social sciences, and sciences. Provides students with the tools to examine their own academic biography and chart a personal plan of study in interdisciplinary inquiry.

IDST A201 **Interdisciplinary Methods. (3)** (Prereq: Approval of Curriculum Contract by Interdisciplinary Studies Advisory Committee or Consent of Program Coordinator) The gateway course for interdisciplinary studies majors, this course will follow a modular approach to finding the connections between apparently-unrelated areas of academic inquiry. The focus of this course is not on particular disciplines, but instead on helping students find ways to see how different academic disciplines interact with one another to prepare them to undertake an interdisciplinary major. The course should be taken as soon as possible following approval of the student's curriculum contract by the Interdisciplinary Studies Advisory Committee.

IDST A398 **Special Topics in Interdisciplinary Studies. (3)** (Prereq: ENGL A102 or permission of program director) Investigates a complex topic with specific attention to methods and theoretical approaches from multiple disciplines (e.g., within the sciences, social sciences, humanities), emphasizing the tensions that emerge from the interplay of disciplinary and interdisciplinary knowledge. Identifies the distinct vantage points offered by these different fields of inquiry in order to achieve an integrative understanding of the topic. Topic varies by semester.

IDST A498 **Directed Internship. (3)** (Prereq: Consent of Program Coordinator, completion of IDST A201 with a C or better, USC system GPA of 2.0 or better) A supervised experiential course in a field placement relevant to the student's interdisciplinary course of study involving a minimum of 100 internship hours. In addition, appropriate reading and writing assignments, plus a weekly meeting with the supervising faculty member, are required. Assessment may include completion of the required internship hours, a successful report from the internship supervisor, adequate journal entries for each visit, and the student's final report. Application, interview, and contract required of applicants. See the Program Coordinator for specifics.

IDST A500 **Senior Thesis Capstone. (3)** (Prereq: Senior Standing and a Grade of C or better in IDST A201) An individual research or creative project under faculty supervision that begins from and summarizes a student's full interdisciplinary course of study. The student will present an oral defense of the project to a faculty committee composed of the Interdisciplinary Studies Coordinator and the student's faculty mentors to complete the course.

IDST A598 **Directed Capstone Internship or Service Learning Capstone Experience. (3)** (Prereq: Senior Standing, consent of Program Coordinator, completion of IDST A201 with a C or better, USC system GPA of 2.0 or better) A supervised experiential and integrative capstone in a field placement relevant to the student's interdisciplinary course of study involving a minimum of 100 hours. In addition, appropriate reading and writing assignments, regular meetings with the supervising faculty member, and a final portfolio and presentation are required. Assessment may include completion of the required internship or service learning hours, a successful report from the internship or service learning supervisor, adequate journal entries for each visit, and the student's final portfolio and presentation. Application, interview, and contract required of applicants. See the Program Coordinator for specific details.

Military Science (MILS)

MILS A101 **Foundations of Officership. (3)** (Prereq: Permission of Program Chair) The course introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes a framework for understanding officership, leadership, and Army values followed by "life skills" such as physical fitness and time management. This course is designed to give the cadet insight into the Army profession and the officer's role within.

MILS A102 **Basic Leadership. (3)** (Prereq: Permission of Program Chair) The course establishes the foundations of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills, and an introduction to counseling.

MILS A201 **Individual Leadership Studies. (3)** A study of a leader of a small organization. A practical exercise for the student to learn how to plan, organize, execute tasks, manage time and make sound decisions. Enrolled/contracted ROTC cadets can participate in a weekend field training exercise to put all skills to practice.

MILS A202 **Leadership and Teamwork. (3)** (Prereq: Permission of the program chair) This course examines successful team building, methods for influencing action, effective communication in setting and achieving goals, importance of timing decisions, creativity in the problem solving process, and obtaining team buy-in through immediate feedback.

MILS A301 **Leadership and Problem Solving. (3)** (Prereq: Permission of the program chair) Students conduct self-assessment of leadership style, develop a personal fitness regimen, and learn to plan and conduct individual/small group tactical training while testing reasoning and problem-solving techniques. Students will receive direct feedback on leadership abilities. Students will also receive an introduction to the basic fundamentals of military map reading and land navigation.

MILS A302 **Leadership and Ethics. (3)** (Prereq: Permission of the program chair) Examines the role of communications, values, and ethics in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and a survey of Army leadership doctrine. Emphasis on improving oral and written communication abilities and improving land navigation as applied with the military small unit leader. Includes further development of small unit tactics, leadership skills, and physical conditioning.

MILS A306 **Leadership Training Course Summer Internship. (3)** (Prereq: Permission of the program chair) A five week summer internship conducted at Fort Knox, KY. Students participate in physical training, land navigation, weapons and tactics, and leadership development. Successful completion of the internship qualifies individuals to compete for a two-year scholarship.

MILS A401 **Leadership Management. (3)** (Prereq: Grade of C or better in MILS A302) The course develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques.

MILS A402 **Officership. (3)** (Prereq: Grade of C or better in MILS A401) The course focuses on completing the transition from cadet to lieutenant. Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, demontrate, analyze, and share leadership skills.

MILS A406 **Leadership Development and Assessment. (3)** (Prereq: Grade of C or better in MILS A302) A five week summer internship conducted at Fort Knox, KY. Students participate in physical training, land navigation, weapons and tactics training, and leadership development. The final camp score is part of the student's accessions packet for service in

the Army.

MILS A495 **Selected Topics. (3)** (Prereq: Permission of the program chair) An intensive and detailed study of a selected Army battle. Study involves current Army doctrine, tactics, techniques, procedures, and the battle's outcome.

Study Abroad (INTL)

INTL A100 **Study Abroad - USC Aiken Program. (1-16)** (Prereq: Successful completion of 24 credit hours.) Keeps a USC Aiken student actively enrolled while on a pre-approved USC Aiken exchange program. This class will charge USC Aiken tuition and requires pre-approval of the Office of International Programs.

INTL A101 **Study Abroad - Non USC Aiken Program. (1-16).** (Prereq: Successful completion of 24 credit hours.) This course will facilitate the registration of students who participate on a pre-approved non-USC Aiken study abroad program. This class does not charge USC Aiken tuition and requires pre-approval of the Office of International Programs. Students will provide a foreign transcript and receive a pass/fail grade for all coursework.

INTL A102 **Study Abroad Through Another U.S. Institution. (1-16)** (Prereq: Successful completion of 24 credit hours.) INTL A102 keeps a USC Aiken student actively enrolled while on a pre-approved non-USC Aiken study abroad program through another U.S. institution of higher education. This class does not charge USC Aiken tuition and requires pre-approval through the Office of International Programs. Students will provide U.S.-based transcripts, and grades will factor into student's USC Aiken Collegiate Summary GPA.

University Studies (UNIV)

UNIV A101 **University 101. (1)** This course promotes a successful transition to college life for first-year students and provides the tools and strategies they need for a successful undergraduate experience. Topics may include critical thinking, information literacy, study skills, time management, personal growth, and career development.

UNIV A110 **First Year Discovery. (1)** An introduction to essential college success skills paired with career pathway exploration.

College of Sciences and Engineering

Dr. William H. Jackson, Jr.,

Interim Dean of the College of Sciences and Engineering

The College of Sciences and Engineering consists of the Department of Biological, Environmental, and Earth Sciences; the Department of Chemistry and Physics; the Department of Exercise and Sports Science; the Department of Computer Science, Engineering, and Mathematics; the Department of Psychology, and the Ruth Patrick Science Education Center. The College offers the Bachelor of Science degree with majors in biology, chemistry, exercise and sports science, mathematics/computer science, process engineering, and psychology and the Bachelor of Arts degrees in biology and psychology. The College also offers a Master of Science degree in applied clinical psychology. The Ruth Patrick Science Education Center offers practicing teachers instruction ranging from one-hour workshops through formal graduate level instruction.

The College offers full pre-medical, pre-dental, pre-pharmacy and pre-veterinary science curricula. One or more years in other pre-professional programs such as forestry, plant science, and agronomy also are available through the College.

Mission Statement

The mission of the USC Aiken College of Sciences and Engineering is to create and communicate scientific knowledge, serve as a community resource, and provide instruction and programs that offer students opportunities to learn the history, principles, theories, and concepts of the sciences through its teaching, scholarly activity, and service.

To that end, the College strives to:

- Provide general education experiences in the natural sciences, mathematical sciences, and psychology.
- Provide current and responsive curricula in specialized programs of study leading to baccalaureate degrees in biology, chemistry, exercise and sports science, mathematical sciences, process engineering, and psychology; to a Master of Science degree in Applied Clinical Psychology; and to non-degree programs in engineering, geology, physics, allied health, and pharmacy.
- Provide classroom, laboratory, and other experiences aimed at learning, practicing, and communicating the sciences.
- Provide students with academic experiences utilizing appropriate facilities, equipment, instrumentation, supplies, and information technology.
- Continue the professional development of its faculty.

Department of Biological, Environmental, and Earth Sciences

Dr. C. Nathan Hancock, *Interim Department Chair*

Faculty

Professors

- C. Nathan Hancock, Ph.D. - Biochemistry - *Director of Sponsored Research -Washington SRC Endowed Chair*
- S. Michele Harmon, Ph.D. - Environmental Health Sciences
- William H. Jackson, Jr., Ph.D. - Immunology
- Kristina M. Ramstad, Ph.D. - Organismal Biology and Ecology
- Michelle L. Vieyra, Ph.D. - Biology
- Derek A. Zelmer, Ph.D. - Biology

Associate Professors

- April DeLaurier, Ph.D. - Biochemistry
- Kelly A. Gibson, Ph.D. - Marine Geology and Geophysics
- Mary Katherine Mills, Ph.D. - Biology
- Virginia R. Shervette, Ph.D. - Wildlife and Fisheries Sciences
- Jessica C. Sullivan, Ph.D. - Geological Science

Assistant Professors

- Lenin Chari, Ph.D. - Ecology
- Delaram Sirizi, Ph.D. - Applied Health Research and Evaluation

Instructor

- Suchreet Mander, Ph.D. - Cellular Biology/Anatomy

Laboratory Manager/Instructor

- Bradley D. Reinhart, M.S. - Environmental Toxicology

Adjunct Faculty

- Elizabeth A. Burgess, Ph.D. - Microbiology
- Martin Shealy, D.C - Chiropractic Medicine
- Pam Steen, Ph.D. - Biomedical Sciences
- Robert Van Pelt, Ph.D. - Geology

Distinguished Professors Emeriti

- Allen J. Dennis, Ph.D. - Geology -
- Andrew R. Dyer, Ph.D. - Plant Ecology
- Hugh G. Hanlin, Ph.D. - Zoology
- William A. Pirkle, Ph.D. - Geology
- Jeffrey M. Priest, Ph.D. - Zoology/Wildlife Ecology
- Harry E. Shealy, Jr., Ph.D. - Botany

Professor Emeritus

- James R. Yates, Ph.D. - Molecular Genetics

Senior Instructor Emerita

- Karin L. Willoughby, M.S. - Geology

Department Mission Statement

The mission of the Department of Biological, Environmental, and Earth Sciences is to provide an engaging learning environment through excellence in teaching and active faculty and student scholarship. The Department's main purpose is to help students develop an understanding of the importance and application of the Scientific Method as it pertains to both our sciences. This is accomplished through faculty/student interactions that reinforce the tenets of the scientific method and expose students to a diversity of discipline-specific problems and the means by which those problems are addressed.

Departmental Goals

Our students of biology and geology at USC Aiken are provided the opportunity to understand concepts, conduct research, communicate ideas, and accept responsibilities in scientific settings. Majors and non-majors study the history, laws, principles, and theories of biological and/or geological sciences. By graduation, students of biology and geology will have:

1. Developed critical thinking skills,
2. Applied the Scientific Method,
3. Developed research skills,
4. Demonstrated an understanding of the history, terminology, principles, and unifying theories of the Biological and/or Geological sciences.

More information about the biology program's mission, goals, faculty research interests, student research opportunities, and advisement is presented in the Department of Biological, Environmental, and Earth Sciences Student Handbook on the web at https://www.usca.edu/biology-geology.

Research and Teaching Facilities

The Department of Biological, Environmental, and Earth Sciences is housed in a modern, well-equipped building with attached greenhouses and research laboratories. The Department utilizes additional teaching and research facilities representing diverse habitats: including the Highlands Biological Field Station, Highlands, N.C., the Belle Baruch Marine Science Laboratory in Georgetown, S.C., and Pritchard's Island near Beauford, SC.

Curricula

Majors

The Department of Biological, Environmental, and Earth Sciences offers students a range of majors that include:

- Bachelor of Arts, Biology
- Bachelor of Science, Biology
  - General, Environmental Restoration and Remediation, and Molecular Biology concentrations
- Bachelor of Science, Clinical Lab Science
- Bachelor of Science, Environmental Earth Systems
- Bachelor of Science, Public Heath
  - Science and Community Health concentrations

Cognate

The cognate consists of 12 semester hours of courses designed to support the major and is generally distributed over multiple subjects/departments. The coursework required depends on the specific Biology degree, either BA or BS, and is typically determined through consultation with the student's academic advisor. However, in general, the BS cognate is taken from biology, chemistry, geology, and physics, while the BA cognate is taken from areas within the humanities or business. Neither the public health, nor the clinical lab science degree require a cognate.

Minor

A minor consists of approximately 18 or more semester hours of coursework in a single area and may be completed with either the BA or BS degree. The BS degree requires that the minor be taken from the College of Sciences, particularly Chemistry, Geology, Mathematics, or Psychology, while the BA biology degree allows students to complete a minor from either the Humanities or Business. Specific minor requirements are established by the department/school offering the minor program.

Biology Program

We offer a Bachelor of Art and a Bachelor of Science in Biology for students interested in the natural world. Our degree programs are broad based and provide students with the training they will need for a career as a biologist, as well as the experience needed to continue their education at the graduate or professional level. For students wishing more in-depth studies we offer two concentrations for the Bachelor of Science degree: Environmental Remediation and restoration or Molecular Biology. Students interested in professional schools may choose from courses in our pre-med, pre-vet and pre-dental advisement tracks.

Biology majors may choose from a number of degree options, allowing each student, in consultation with an academic advisor, to tailor their degree to match their interests. The biology degree culminates with a research-oriented capstone experience that provides students with a comprehensive overview of the methodologies of scientific research. To this end, the Department of Biological, Environmental, and Earth Sciences has a long history of providing students with the opportunity to integrate research experiences throughout their degree program. The Department offers several research courses that allow students to work closely with a faculty member in his/her research laboratory.

Both the Bachelor of Art and the Bachelor of Science in Biology require students to complete a cognate or minor (see above).

Bachelor of Arts
Major in Biology

Total credit hours required: 120

1. General Education Requirements 31

- CHEM A111 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15-16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral

Science, and Foreign Languages.

- CHEM A112 4
- MATH A122 or A141 3-4
- Electives 7-8

3. Program Requirements[1] 44-51

A. Core Courses 31-35

- Introductory Biology (BIOL A121 and A122) 8
- Genetics (BIOL A350 or A352) 3-4
- Ecology (BIOL A335 or A370) 3-4
- Evolution (BIOL A314, A318, or A375) 3-4
- Biostatistics (BIOL A405) 3
- Integrated Systems 3-4
  (BIOL A314, A325, A360, A365, A366, or A390)
- Organismal Biology 4
  (BIOL A312, A314, A316, A320, A330, or A336)
- Cellular/Molecular Biology 4
  (BIOL A302, A325, A340, or A367)

B. Major Electives 9-12

- One additional course at the 300-level or above 3-4
  BIOL A399 *and* A400 may be used for up to 3 credit hours
- Two additional courses at the 500-level 6-8

C. Biology Capstone 4

- BIOL A499 3
- BIOL A490 or GEOL A490 1

-OR-

- BIOL A498 3
- BIOL A490 or GEOL A490 1

4. Cognate or Minor 12-18

Cognate 12

Minor 18

Students pursuing a Bachelor of Arts in Biology must complete a cognate or minor. Cognate courses must be approved by the academic advisor and consist of at least 12 credit hours from the School of Business or the College of Arts, Humanities, and Social Sciences. Cognate courses should be at the junior-senior level. Minors must be in the College of Arts, Humanities, and Social Sciences. Minor requirements are established by the department offering the minor.

5. Free Electives 4-18

TOTAL hours required (min.) 120

[1] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a C or better is required in Biology A121, A122, A350, and A370. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

Bachelor of Science
Major in Biology

Concentrations:

General

Environmental Remediation & Restoration

Molecular Biology

Total credit hours required: 120

General Concentration

1. General Education Requirements 31

- CHEM A111 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15-16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- CHEM A112 4
- MATH A122 or A141 3-4
- Electives 7-8

3. Program Requirements[1] 44-51

A. Core Courses 31-35

- Introductory Biology (BIOL A121 and A122) 8
- Genetics (BIOL A350 or A352) 3-4
- Ecology (BIOL A335 or A370) 3-4
- Evolution (BIOL A314, A318, or A375) 3-4
- Biostatistics (BIOL A405) 3
- Integrated Systems 3-4
  (BIOL A314, A325, A360, A365, A366, or A390)
- Organismal Biology 4
  (BIOL A312, A314, A316, A320, A330, or A336)
- Cellular/Molecular Biology 4
  (BIOL A302, A325, A340, or A367)

B. Major Electives 9-12

- One additional course at the 300-level or above 3-4
  BIOL A399 *and* A400 may be used for up to 3 credit hours
- Two additional courses at the 500-level 6-8

C. Biology Capstone 4

- BIOL A499 3
- BIOL A490 or GEOL A490 1

-OR-

- BIOL A498 3
- BIOL A490 or GEOL A490 1

4. Cognate or Minor 12-18

Cognate 12

Minor 18

Students pursuing a Bachelor of Science in Biology must complete a cognate or minor. Cognate courses must be approved by the academic advisor and consist of at least 12 credit hours from the College of Sciences and Engineering. Cognate courses should be at the junior-senior level. Minors must be in the College of Sciences and Engineering. Minor requirements are established by the department offering the minor.

5. Free Electives 4-18

TOTAL hours required (min.) 120

[1] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a C or better is required in Biology A121, A122, A350, and A370. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

Environmental Remediation & Restoration Concentration

1. General Education Requirements 31

- CHEM A111 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15-16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- CHEM A112 4
- MATH A122 or A141 3-4
- Electives 7-8

3. Program Requirements[1] 47-52

A. Core Courses 31-35

- Introductory Biology (BIOL A121 and A122) 8
- Genetics (BIOL A350 or A352) 3-4
- Ecology (BIOL A335 or A370) 3-4
- Evolution (BIOL A314, A318, or A375) 3-4
- Biostatistics (BIOL A405) 3
- Integrated Systems 3-4

(BIOL A314, A325, A360, A365, A366, or A390)

- Organismal Biology 4

(BIOL A312, A314, A316, A320, A330, or A336)

- Cellular/Molecular Biology 4

(BIOL A302, A325, A340, or A367)

B. Concentration 12-13

- BIOL A390 3
- Two 500-level environmental science courses (Biology A577, A578, or A579) 6
- One additional BIOL (300 or above) or GEOL (100 level) 3-4

Choose from BIOL A335, A370, A410, A416, or A560

C. Biology Capstone 4

- BIOL A499 3
- BIOL A490 1

-OR-

- BIOL A498 3
- BIOL A490 1

4. Cognate or Minor 12-18

Cognate 12

Minor 18

Students pursuing a Bachelor of Science in Biology must complete a cognate or minor. Cognate courses must be approved by the academic advisor and consist of at least 12 credit hours from the College of Sciences and Engineering. Cognate courses should be at the junior-senior level. Minors must be in the College of Sciences and Engineering. Minor requirements are established by the department offering the minor.

5. Free Electives 3-15

TOTAL hours required (min.) 120

[1] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a C or better is required in Biology A121, A122, A350, and A370. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

Molecular Biology Concentration

1. General Education Requirements 31

- CHEM A111 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements..... 15-16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- CHEM A112..... 4
- MATH A122 or A141..... 3-4
- Electives..... 7-8

3. Program Requirements[1] 44-51

A. Core Courses 27-31

- Introductory Biology (BIOL A121 and A122)..... 8
- Genetics (BIOL A350 or A352)..... 3-4
- Ecology (BIOL A335 or A370) 3-4
- Evolution (BIOL A314, A318, or A375) 3-4
- Biostatistics (BIOL A405)..... 3
- Integrated Systems 3-4

  (BIOL A314, A325, A360, A365, A366, or A390)
- Organismal Biology 4

  (BIOL A312, A314, A316, A320, A330, or A336)

B. Concentration 13-16

- Two 300/400-level (BIOL A302, A325, A330, A340, A367, or A412)..... 7-8
- Two 500-level courses (BIOL A502, A510, A541, or A550) 6-8

C. Biology Capstone 4

- BIOL A499 3
- BIOL A490 1

  -OR-
- BIOL A498 3
- BIOL A490 1

4. Cognate or Minor..... 12-18

Cognate..... 12

Minor 18

Students pursuing a Bachelor of Science in Biology must complete a cognate or minor. Cognate courses must be approved by the academic advisor and consist of at least 12 credit hours from the College of Sciences and Engineering. Cognate courses should be at the junior-senior level. Minors must be in the College of Sciences and Engineering. Minor requirements are established by the department offering the minor.

5. Free Electives 4-18

TOTAL hours required (min.)..... 120

[1] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a C or better is required in Biology A121, A122, A350, and A370. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

Clinical Laboratory Science Program

Our Bachelor of Science in Clinical Laboratory Science is designed to prepare students for an allied health career in a medical laboratory setting. Students choosing this degree program will complete coursework that satisfies both general education and major requirements. The major requirements for this program will prepare the student for clinical training internships offered in collaboration with the Piedmont Health Care System in Augusta, GA. Students completing this degree will be prepared to sit for national certification examinations administered by the National Certifying Agency for Medical Laboratory Personnel (NCA) and the American Association of Clinical Pathologists (ASCP).

Clinical Laboratory Scientists perform, develop, evaluate, and correlate and assure accuracy and validity of laboratory information; direct and supervise clinical laboratory resources and operations; and collaborate in the diagnosis and treatment of patients. The Bachelor of Science degree in Clinical Laboratory Science is awarded upon successful completion of the CLS curriculum, which includes one year of clinical training (didactic and practical) on the Piedmont Augusta (formerly University Hospital) campus.

Admission to the CLS Program

Students should declare a major in Clinical Laboratory Science (CLS) early in their academic career to assure appropriate advisement.

Enrollment in the CLS program is a two-step admission process that includes regular admission to USC Aiken and a separate competitive admission into the CLS program. USC Aiken admission does not guarantee acceptance into the clinical program. Students may apply to the clinical program during the spring of their junior year following successful completion of all preclinical coursework. Students must have a 2.75 or higher cumulative GPA. Space in the clinical program is limited to 12 students per year, and participants will be chosen on a competitive basis by the CLS Admission committee.

Progression and Retention

Students must maintain a 2.75 or higher GPA to remain in the program. Students not meeting the minimum GPA requirement, or those who fail to gain admittance into a clinical program, may choose to complete the BS degree in Biology.

Transfer Credit

A transfer credit summary will be prepared by the Transfer Services Office after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the major. The courses must meet the University requirements for transfer credit. The last 25% of credit must be earned in residence at USC Aiken.
3. Students with a previous degree in biology or chemistry may apply to the USC Aiken CLS program pending review of their transfer credits. Those seeking a second degree must meet all University requirements for graduation.

Health Requirements

Students are required to meet health requirements of the University. Before students enter the clinical laboratory internship, they are required to

1. Provide evidence of annual tuberculosis screening.
2. Provide evidence of immunity to specific diseases as required by Piedmont Healthcare System

Students are encouraged to carry accident and illness insurance.

Immunizations

Specific immunization or proof of immunization are required prior to

entering the clinical program.

Application for Licensure as a Clinical Laboratory Scientist

Students who successfully complete the CLS clinical program may sit for certification as a Clinical Laboratory Scientist from the National Accrediting Agency for Clinical Laboratory Scientists.

Criminal Background Check

A criminal background check will be required before entering the CLS Clinical Program.

Attendance Policy

Classroom attendance is expected. Attendance in the clinical program is required to pass the course. In the event of an unavoidable absence, the student must give prior notification to the clinical professor. An arrangement for missed/excused work is made at the discretion of the course coordinator.

Student Release Form

Students are required to sign a student release form. This form includes the following statements:

I hereby release the Department of Biological, Environmental, and Earth Sciences, the University of South Carolina Aiken, and Piedmont Augusta from responsibility for any injury or illness to me (and if pregnant, my unborn baby) during the clinical program. I understand that risks do exist for me (and if pregnant, my unborn baby) while training in the clinical laboratory and I do assume any and all risks involved.

Bachelor of Science
Major in Clinical Laboratory Sciences

Total credit hours required: 120

1. General Education Requirements 31

- BIOL A243[1] 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15-16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- BIOL A244[1] 4
- MATH A122 or A141 3-4
- EXSC A201 3
- Electives 4-5

3. Program Requirements[1,2] 39-42

A. Core Courses 27-30

- Introductory Biology (BIOL A121 and A122) 8
- Genetics (BIOL A350) 3
- Biostatistics (BIOL A405) 3
- Microbiology (Biology A330) 4
- Cell/Molecular Biology (BIOL A302, A340, A502, or A550) 3-4
- Two additional molecular biology courses at the 300/500-level 6-8

  (Choose from BIOL A302, A340, A367, A502, A510, or A550)

  Both BIOL A502 and BIOL A550 are recommended for the CLS major. At least one must be taken to satisfy the WRI requirement.

B. Chemistry and Biochemistry 12

- General Chemistry A111 and A112 8
- Biochemistry (Biology A541) 4

4. Clinical Laboratory Science Internship[3] 26

- Introduction to Clinical Laboratory Science (BIOL A441) 1
- Clinical Immunology (BIOL A442) 3
- Clinical Hematology and Hemostasis (BIOL A443) 4
- Clinical Immunohematology (BIOL A444) 4
- Urinalysis and Body Fluids (BIOL A445) 2
- Clinical Lab. Operations & Management (BIOL A451) ... 2
- Clinical Chemistry (BIOL A452) 4
- Clinical Microbiology (BIOL A453) 6

5. Clinical Practicum

6. Free Electives 5-9

TOTAL hours required (min.) 120

[1] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a C or better is required in Biology A121, A122, A350. No more than one D grade will be accepted in required biology courses.

[2] At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

[3] Enrollment into CLS courses requires admission into the CLS Program. Student may not take additional coursework during clinical training.

[4] The Clinical Practicum requires successful completion of all CLS degree requirements.

[5] No more than three hours of activity courses may be counted as electives.

Environmental Earth Systems Program

The Bachelor of Science in Environmental Earth Systems Science is designed to provide students with a broad range of coursework and research experiences that can be drawn upon to prepare students for a career in the geosciences, as well as graduate programs. In addition to the major requirements, the Environmental Earth Systems Science degree program allows students to complete a cognate in biology, chemistry, or physics.

Bachelor of Science
Major in Environmental Earth Systems

Total credit hours required: 120

1. General Education Requirements 31

- ASTR A111 or A310 or BIOL A121 or BIOL A122 or CHEM A111 or CHEM A112 or PHYS A201 or PHYS A202 or PHYS A211 or PHYS A212 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15-16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- BIOL A122 or CHEM A111 or CHEM 112 or PHYS A201 or PHYS A202 4
- MATH A122 or A141 or A142 3-4
- Electives 7-8

3. Program Requirements[1] 44

- Introductory Geology (GEOL A101 and A103) 8
- Introductory Biology (BIOL A122) 4
- Lithosphere Series (GEOL A305, A325, A331, A401, A405, or A431) 4
- Hydrosphere Series (GEOL A301, A305, A401, A399 (WI), or A405) 4
- Atmosphere Series (GEOL A303, A305, A315, A399 (WI), or A405) 4
- Biosphere Series (GEOL A305, A311, A399 (WI) or A405) 4
- Acquisition and Analysis of Data Series (GEOL A301, A305, A331, A363, A399, A425, or A431) 4
- Major Elective (two additional GEOL 300-500 level courses) 8
- Research Component (BIOL A490 *or* GEOL A490 *and* GEOL A499) 4

4. Cognate or Minor 12-18

Cognate 12

Minor 18

Cognate and minor courses must be junior-senior level courses and approved by the student's major department.

5. Free Electives 11-18

TOTAL hours required (min.) 120

[1] Students must have a minimum GPA of 2.0 in biology courses to graduate. In addition, a C or better is required in Biology A121, A122, A350, and A370. No more than one D grade will be accepted in required biology courses. At least 16 hours of the Biology Major Requirements must be completed at USC Aiken.

Public Health Program

Our Bachelor of Science degree in Public Health is designed for students who are interested in promoting the health and well-being of individuals and communities. Students majoring in public health are presented with a broad range of courses that span the areas of epidemiology, environmental health, health policy, health communications, and behavioral sciences. In addition, public health majors choose from two concentrations: community health and science. All together the curriculum provides training in three core functions of public health: assessment, policy development, and assurance.

Bachelor of Science
Major in Public Health

Concentrations:

Community Health

Science

Total credit hours required: 120

Community Health Concentration

1. General Education Requirements 31

- CHEM A101 or CHEM A111 4
- COMM A201 or COMM A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 or STAT A201 3
- PSYC A101 or SOCY A101 3

See full requirements on page 33.

2. College Requirements 15

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A108 or STAT A201 3
- PSYC A101 or SOCY A101 3
- Electives 9

3. Program Requirements[1] 63

A. Core Requirements 18

- Anatomy & Physiology I (BIOL A243) 4
- Anatomy & Physiology II (BIOL A244)..... 4
- Microbiology (BIOL A250 or BIOL A330)..... 4
- Medical Terminology (EXSC A201) 3
- Technical Writing (ENGL A462)..... 3

B. Public Health Requirements 30

- Introduction to Public Health (PUBH A201)..... 3
- Environmental Public Health (PUBH A202)..... 3
- Principles of Epidemiology (PUBH A305)..... 3
- Healthcare and Public Policy (PUBH A325)..... 3
- Research Methods in Public Health (PUBH A340) 3
- Issues and Trends in Public Health (PUBH A350) 3
- Evaluation Methods in Public Health (PUBH A410)..... 3
- Sociology of Medicine and Health (PUBH A360) *OR* Health Psychology (PUBH A480)..... 3
- Health Communication (PUBH A482) 3
- Experiential Learning in Public Health (PUBH A499)..... 3

C. Community Health Concentration..... 15

Choose two courses from Psychology 6

- Developmental Psychology (PSYC A310)
- Abnormal Psychology (PSYC A320)
- Psychology of Prosocial Behavior and Community Engagement (PSYC A385)
- Psychology of Culture and Diversity (PSYC A390)
- Introduction to Clinical Psychology (PSYC A460)
- Psychology of Addictive Behaviors (PSYC A465)
- Psychology of Stress and Coping (PSYC A485)

Choose two courses from Sociology..... 6

- Population and Society (SOCY A310)
- Sociology of Death and Dying (SOCY A341)
- Sociology of Mental Health. (SOCY A370)
- Social Stratification (SOCY A404)
- Drugs and Society (SOCY A405)

Choose one additional course..... 3

- Food, People, and the Planet (ANTH A410)
- Science Communication (COMM A460)
- Health and Behavior Change (EXSC A337)
- Plagues and People: Illness and Medicine in America (HIST A372)
- Introduction to Public Administration (POLI A370)
- Introduction to Public Policy (POLI A374)

4. Free Electives 11

TOTAL hours required (min.)..... 120

[1] Students must have a minimum GPA of 2.0 in Public Health courses to graduate. In addition, a C or better is required in all major courses. At least 16 hours of Public Health Major Requirements must be completed at USC Aiken.

Science Concentration

1. General Education Requirements..... 31

- CHEM A111 4
- COMM A201..... 3
- ENGL A101..... 3
- ENGL A102..... 3
- HIST A101 or A102..... 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 or STAT A201 3
- PSYC A101 or SOCY A101 3

See full requirements on page 33.

2. College Requirements..... 15-18

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

Students in the pre-health Science Concentration must complete BIOL A121, BIOL A122, and CHEM A112. These courses may be used to satisfy College requirements or as free electives.

- MATH A108 or STAT A201 3
- PSYC A101 or SOCY A101..... 3
- Electives..... 9-12

3. Program Requirements[1] 62

A. Core Requirements..... 18

- Anatomy & Physiology I (BIOL A243) 4
- Anatomy & Physiology II (BIOL A244)..... 4
- Microbiology (BIOL A250 or BIOL A330)..... 4
- Medical Terminology (EXSC A201) 3
- Technical Writing (ENGL A462)..... 3

B. Public Health Requirements 30

- Introduction to Public Health (PUBH A201)..... 3
- Environmental Public Health (PUBH A202)..... 3
- Principles of Epidemiology (PUBH A305)..... 3
- Healthcare and Public Policy (PUBH A325)..... 3
- Research Methods in Public Health (PUBH A340) 3
- Issues and Trends in Public Health (PUBH A350) 3
- Evaluation Methods in Public Health (PUBH A410)..... 3
- Sociology of Medicine and Health (PUBH A360) *OR* Health Psychology (PUBH A480)..... 3
- Health Communication (PUBH A482) 3
- Experiential Learning in Public Health (PUBH A499)..... 3

C. Science Concentration..... 14

Environmental Track:

- Environmental Science and Human Health (BIOL A390)..... 3
- Environmental Toxicology (BIOL A577)..... 3
- Environmental Earth Science (GEOL A103) 4
- Geographic Information Systems (GIS) in the Sciences (GEOL A363) 4

Pre-HealthTrack:

- Genetics (BIOL A350) 3
- Cell Biology (BIOL A502) 3
- Biochemistry (BIOL A541) 4
- Organic Chemistry (CHEM A331 and A331L) 4

4. Free Electives 7-11

Students in the pre-health Science Concentration who plan to apply to a medical program should check the program's admission requirements. Additional coursework mandated by the medical program (e.g., physics) may be used to satisfy the elective requirement.

TOTAL hours required (min.) 120

[1] Students must have a minimum GPA of 2.0 in Public Health courses to graduate. In addition, a C or better is required in all major courses. At least 16 hours of Public Health Major Requirements must be completed at USC Aiken.

Minor in Biology

Non-biology majors may choose to support their major by completing a minor in biology. Prerequisites for courses used toward the minor in Biology are Biological Science I and II (BIOL A121 and A122). The Biology Minor consists of a minimum of 15 hours at or above the 300-level. At least seven hours toward the Biology minor must be completed at USC Aiken.

Minor in Environmental Earth Systems

Majors in other disciplines may choose to support their major by completing a minor in EES. Geol A101 or Geol A103 serve as prerequisite for courses used toward a minor in EES. At least seven hours toward the EES minor must be completed at USC Aiken.

The EES Minor consists of a minimum of 19 hours drawn from the following:

- GEOL A101 or A103 4
- GEOL A301 Oceanography 4
- GEOL A303 Meteorology 4
- GEOL A305 Earth Systems Through Time 4
- GEOL A311 Paleontology 4
- GEOL A315 The Anthropocene 4
- GEOL A325 Sedimentology and Stratigraphy 4
- GEOL A331 Structural Geology 4
- GEOL A335 Igneous and Metamorphic Environments 4
- GEOL A336 Introduction to Geophysics 4
- GEOL A363 GIS in the Sciences 4
- GEOL A398 Topics in Geology 1-4
- GEOL A401 Environmental Geomorphology 4
- GEOL A405 Global Biogeochemical Cycles 4
- GEOL A425 Coastal Field Geology 4
- GEOL A431 Southern Appalachian Geology 4
- GEOL A500 Field Geology 6
- GEOL A570 Environmental Hydrogeology 3
- GEOL A571 Environmental Hydrogeology Laboratory 1
- GEOL A598 Advanced Topics in Geology 1-4

Total hours required[1] 19

[1] All courses in the minor must be passed with a C or better

Course Descriptions

Biology (BIOL)

BIOL A103 **Plant Science. (4)** Plant Science is designed to introduce non-biology majors to science and the scientific method through the concepts of botany. The significance of plants, plant development, physiology, genetics, evolution, and ecology will be considered. Three lecture hours and three lab hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL A200 may not earn credit for BIOL A103.

BIOL A104 **Human Biology. (4)** Human biology is designed to introduce non-biology majors to science and the scientific method through the concepts of human biology. Topics include an overview of human anatomy and physiology, immunity and disease, cancer biology, and genetics. Three lecture and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement. Students who earned credit for BIOL A205 may not earn credit for BIOL A104.

BIOL A105 **Genetics and Society. (4)** Genetics and Society is designed to introduce non-biology majors to science and the scientific method through the concepts of genetics. Basic genetic principles emphasizing human heredity and the relevance of recent advances in genetics will be considered. Three lecture and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement.

BIOL A106 **Environmental Life Science. (4)** Environmental Life Science is designed to introduce non-biology majors to science and the scientific method through the concepts of ecology and environmental issues. Although the specific focus of each section may vary, all sections will address the basic biological and ecological principles that govern organismal and environmental interactions. Three lecture hours per week and three laboratory hours per week. This course satisfies the General Education Laboratory Science requirement.

BIOL A121 **Biological Science I. (4)** Biological principles and concepts through the cellular level of organization including evolutionary processes. This is one of two required introductory courses for biology majors and students in related disciplines. Three lecture and three laboratory hours per week. Students who earned credit for BIOL A101 may not earn credit for BIOL A121.

BIOL A122 **Biological Science II. (4)** Biological principles and concepts from the tissue through ecosystem levels

of organization including evolutionary processes. This is one of two required introductory courses for biology majors and related disciplines. Three lecture and three laboratory hours per week. Students who earned credit for BIOL A102 may not earn credit for BIOL A122.

BIOL A198 **Selected Topics in Biology. (3-4)** Study of selected topics in biology for the non-major. The course topic will be indicated in the schedule of courses. This course may be repeated with different topics. Satisfies the general education natural science requirement.

BIOL A199 **Biological Research I. (2)** (Prereq: departmental permission, four hours of biology credit). An independent study course in which students will conduct a literature review and write a proposal for a research project or conduct a preliminary research project. This course is intended for freshman or sophomore biology majors. To successfully complete this course, students must produce a written proposal for future research or a written or oral report of results. May not be used to meet general education requirements or for biology major credit. This course may be repeated for a maximum of four credits. Contract required.

BIOL A232 **Anatomy. (4)** A survey of human anatomy to include the development, histology, and gross anatomy of human systems with a laboratory emphasis on gross anatomy. The organizational structure and integration of human systems are stressed. Required of students in exercise science, nursing, and pre-pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week.

BIOL A242 **Physiology. (4)** (Prereq: BIOL A232 (C or better in CHEM A101 or A111) A survey course that encompasses all major organ systems of the human body. All explanations begin at the cellular level and include the biochemical mechanisms at this level. Therefore, a basic understanding of biology and chemistry is required. Knowledge of anatomy is necessary for successful completion of this course. Required of students in nursing and pre-pharmacy. Not available for major credit in biology. Three lecture and three laboratory hours per week.

BIOL A243 **Human Anatomy and Physiology I. (4)** Functional anatomy and physiology of the human body, including basic cellular functions, tissue organization, integumentary, skeletal, muscular, and nervous systems. The laboratory will introduce the student to the principles of anatomy and physiology as demonstrated by microscopic studies, animal dissections, and physiological experiments.

BIOL A244 **Human Anatomy and Physiology II. (4)** (Coreq: Prereq: C or better in BIOL A243; Coreq: CHEM A101 and CHEM A101L or CHEM A111) Functional anatomy and physiology of the human body, including the cardiovascular, respiratory, endocrine, digestive, urinary,and reproductive systems. The laboratory will introduce the student to the principles of anatomy and physiology as demonstrated by microscopic studies, animal dissections, and physiological experiments.

BIOL A250 **Microbiology. (4)** (Prereq: (C or better in BIOL A243 and A244 and CHEM A101 or A111) An introduction to bacteria and viruses, emphasizing structure, metabolism, and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships, and anti-microbial agents in chemotherapy. Three lecture and three laboratory hours per week. Not available for biology major credit.

BIOL A299 **Biological Research II. (2)** (Prereq: departmental permission, eight hours of biology credit). An independent study course in which students will propose and complete a research project. This course is intended for sophomore or junior biology majors. In order to successfully complete this course, students must: actively participate in lab or field activities (to include regular meetings with their mentor) and produce a written or oral report of results. May not be used to meet general education requirements or for biology major credit. This course may be repeated for a maximum of four credits. Contract required.

BIOL A302 **Cell and Molecular Biology. (4)** (Prereq: C or better in BIOL A121 and A122) Principles of prokaryotic and eukaryotic cell structure, molecular organization, and physiology. Genome organization and expression. Cell growth, division, and cell-cell interactions. Three lecture and three lab hours per week.

BIOL A312 **Medical Entomology. (4)** (Prereq: C or better in BIOL A121 and A122) A focus on diseases transmitted by insects (vector-borne diseases) and their associated insect vectors. This course provides an introduction into entomology and integrates microbiology, virology, parasitology, and immunology to understand pathogen-vector interactions and pathogen-host responses. Three lecture and three laboratory hours per week.

BIOL A314 **Comparative Vertebrate Anatomy. (4)** (Prereq: C or better in BIOL A121 and A122) Phylogenetic and embryonic aspects of vertebrate anatomy and physiology. Three lecture and three laboratory hours per week.

BIOL A316 **Vertebrate Zoology. (4)** (Prereq: C or better in BIOL A121 and A122) Morphology, systematics, evolution, life history, distribution, and ecology of vertebrates. Laboratory study will emphasize native species. Field trips and collections required. Three lecture and three laboratory hours per week.

BIOL A318 **Vertebrate Evolution. (3)** (Prereq: C or better in BIOL A121 and A122) An introduction to the origins and adaptations of a range of vertebrates, including phylogeny and anatomy. Discussions will focus on how traits evolved differently between vertebrate taxa, and how distinct anatomical innovations enabled complex behaviors. Students will be exposed to the way in which vertebrate traits develop in embryos, and how genetic factors control the development of traits. Three lecture hours per week.

BIOL A320 **Principles of Botany. (4)** (Prereq: C or better in BIOL A121 and A122) A survey of extant plant phyla including structure, physiology, development, evolution, and ecology. Three lecture and three laboratory hours per week.

BIOL A325 **Plant Physiology. (4)** (Prereq: C or better in BIOL A121 and A122; prereq or coreq: CHEM A112). Principles of plant physiology with an emphasis on higher plants. Topics include water balance, mineral nutrition, and growth and development responses to hormones, light, and stress. Three lecture and three

laboratory hours per week.

BIOL A330 **Fundamentals of Microbiology. (4)** (Prereq: C or better in BIOL A121 and A122 and successful completion of CHEM A111). An introduction to the Bacterial and Archeal Domains, emphasizing phylogenetics, metabolic diversity, genetic regulation, and physiological activities. Discussion of signal transduction pathways, genetic transfer mechanisms, symbiosis, and the ecological significance of these processes. Three lecture hours and three laboratory hours per week.

BIOL A335 **Microbial Ecology. (4)** (Prereq: C or better in BIOL A121 and A122 and successful completion of CHEM A111) Microbial Ecology will introduce students to ecological principles as they apply to microorganisms, as well as evolution, biochemical communication, and other factors related to how microorganisms adjust and modify their environment. Examples of symbiosis and other evolutionary mechanisms will be considered in the context of infectious disease. Three lecture hours and three laboratory hours per week.

BIOL A336 **Biology of Fishes. (4)** (Prereq: C or better in BIOL A121 and A122) Overview of biology, evolution, ecology, and conservation of fishes including aspects of systematics, distribution, morphology, life history, and behavior with special emphasis on freshwater and marine species of the Southeastern U.S. Field trips and collections required. Three lecture and three laboratory hours per week.

BIOL A340 **Virology. (4)** (Prereq: C or better in BIOL A121 and A122) Basic virologic concepts including viral diseases, virus-cell interactions, and patterns of viral replication. The course will primarily cover those viruses involved in human disease. Three lecture and three laboratory hours per week.

BIOL A350 **Fundamental Genetics I. (3)** (Prereq: Grades of C or better in BIOL A121 and A122) Principles of transmission and molecular genetics; quantitative inheritance; recombination; biochemical aspects of gene function and regulation; development and population genetics. Examples drawn from microorganisms, plants, animals, and man. Three lecture hours per week.

BIOL A352 **Applied Population Genomics. (4)** (Prereq: C or better in BIOL A121 and A122) This course provides instruction in both the conceptual and practical aspects of population genomics. The first part of the class will explore basic population genetic theory and technique, then shift focus to genomics by extending these concepts to next generation sequencing and analysis of whole genomes broadly. Topics covered will include assessing genetic diversity, population structure and connectivity, detecting selection, and quantifying levels of gene expression. Students will gain practical skills in genomic data analysis. Three lecture and three laboratory hours per week.

BIOL A360 **Animal Physiology. (4)** (Prereq: C or better in BIOL A121 and A122 and successful completion of CHEM A111) Cellular, systemic, and organismal principles with a significant emphasis upon comparative aspects of animal physiology. Three lecture and three laboratory hours per week.

BIOL A365 **Animal Nutrition. (3)** (Prereq: C or better in BIOL A121 and A122) Basic concepts of companion animal nutrition including a survey of the primary macromolecules, vitamins and minerals; comparative anatomy and physiology of metabolic, digestive and urinary systems; analysis and comparison of commercially available feeds; nutrient requirements for specific animal species and life stages. Three lecture hours per week.

BIOL A366 **Animal Behavior. (4)** (Prereq: C or better in BIOL A121 and A122 or better or departmental permission) An introduction to the mechanistic and evolutionary components of animal behavior including the nervous system, sensory systems, hormones, and genetics as well as a survey of general behaviors such as habitat selection, feeding, mating, communication, and aggression. One Saturday field trip required. Three lecture and three laboratory hours per week.

BIOL A367 **Neurobiology (4)** (Prereq: C or better in BIOL A121 and A122 or departmental permission) An introduction to the structure and function of the human nervous system to include basic neuroanatomy, neurophysiology, and interaction/ cooperation between systems. Emphasis will be placed on cellular processes and communication. The lab will focus on brain dissection and eletrophysiological demonstrations/student designed experiments. Three lecture and three lab hours per week.

BIOL A370 **Ecology. (3)** (Prereq: C or better in BIOL A121 and A122, and either MATH A108, A111 A122 or A141) Introduction to the theory of adaptive strategies, population biology, and interspecific interactions of organisms. Three lecture hours per week.

BIOL A375 **Evolution. (3)** (Prereq: C or better in BIOL A121 and A122, and either MATH A108, A111 A122 or A141) A survey of the mechanisms that produce changes to the patterns of allelic variation in populations over time, the conditions under which these changes within lineages result in the separation of lineages, and the resulting patterns. Three lecture hours per week.

BIOL A381 **Tropical Marine Biology. (3)** (Prereq: C or better in BIOL A370 or departmental permission) The objective of this course is to provide an overview of tropical marines ecosystems and their biological communities with a special focus on coral reefs and coral reef organisms. There will be a strong emphasis on systematics, taxonomy, and the ecology of dominant taxa and species. Each day will consist of lectures and trips to the field. A large portion of the time in the field will be spent snorkeling on near-shore patch reefs and surveying coastal and inland environments. Course is taught at a field station in the tropics. Special permission required. Additional fees assessed for travel and field station use. Students may count only BIOL A381 or BIOL A575 Topics in Ecology: Ecology of the Bahamas for major credit in Biology. Students who earned credit for BIOL A581 may not earn credit for BIOL A381.

BIOL A390 **Environmental Science and Human Health. (3)** (Prereq: C or better in BIOL A121 and A122 and successful completion of CHEM A111) A focus on the interactions between humans and the environment. Course provides information on environmental quality and the impact of environmental degradation on human health, wildlife, and other bioreceptors in aquatic and terrestrial ecosystems. The course will address

environmental stressors and pollution, their sources in the environment, their modes of transport and transformation, and their ecological and human health effects. Three lecture hours per week.

BIOL A398 **Special Topics (Biology). (3-4)** (Prereq: C or better in BIOL A121 and A122) Selected topics in biology not covered in existing 300-level courses. Laboratory and field experiences may be included if appropriate.

BIOL A399 **Biological Research III. (2)** (Prereq: departmental permission, 12 hours of biology credit; Coreq: BIOL A400) An independent study course in which students will conduct a research project under the mentorship of a biology faculty member. This course is intended for junior or senior biology majors. To successfully complete this course, students must actively participate in lab or field activities (to include regular meetings with their mentor) and produce a written or oral report of results. This course may be repeated for a maximum of 4 hours of credit, two of which may be used towards the biology major. Must be taken with BIOL A400 Seminar in Biology. Contract required.

BIOL A400 **Biology Seminar. (1)** (Prereq: Declared biology major) Biology Seminar is intended to introduce students to current research, practices, and opportunities in the biological and geological sciences. In addition, participation in the series is intended to aid in development of effective communication skills. Biology Seminar is open to all biology majors and requires attendance in departmental seminars. Biology Seminar may be taken as a standalone course or as a co-requisite with BIOL A399 Biological Research III. The course may be repeated for elective credit or used for major credit when combined with BIOL A399. One lecture hour per week.

BIOL A405 **Elementary Biostatistics. (3)** (Prereq: Junior standing in Biology major and C or better in MATH A108, A111, A122, or A141) An introduction to fundamental statistical methods as they apply to the biological and life sciences. Topics covered include experimental design, descriptive statistics, probability, one-and two-sample models for population means, analysis of frequencies, correlation, linear regression, ANOVA, and Monte Carlo approaches to hypothesis testing.

BIOL A410 **Applied Environmental Health. (3)** (Prereq: C or better in BIOL A121 and A122) This is a lab-designated course designed to provide students with an illustration of the concepts of environmental science in an active learning environment. Activities will include experiments, team projects, data analyses, and scientific report writing. The course will address environmental stressors and pollution, their sources in the environment, and the potential ecological and public health effects. Three laboratory hours per week.

BIOL A412 **Applied Biotechnology. (3)** (Prereq: C or better in BIOL A121 and A122) This course is designed to expose biology students to the theory and practice of modern biotechnology. It will include lectures focused on technologies being used to make biological discoveries and to benefit society. The laboratory portion will teach real world skills including the scientific process, bioinformatics, molecular biology techniques, and gene expression/ phenotyping using yeast as a model organism. Three laboratory hours per week.

BIOL A416 **Field Ecology. (3)** (Prereq: C or better in BIOL A121 and A122) An introduction to the theoretical and practical aspects of sampling organisms to address ecological questions in terrestrial and aquatic environments. Field trips required. Three laboratory hours per week.

BIOL A440 **Medical Technology Internship I. (12)** (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Science Program or equivalent; admission to the clinical program) A full-term didactic internship under the direction of hospital instructional staff. Coursework will include Urinalysis and Body Fluid Analysis, Phlebotomy, Clinical Chemistry and Toxicology, Hematology/Coagulation, Microbiology including bacteriology, mycology, parasitology, and virology, Immunohematology, and Laboratory Leadership Management.

BIOL A441 **Introduction to Clinical Laboratory Science, Phlebotomy, and Point of Care Testing (1).** (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Program or equivalent; admission into the clinical program) The fundamentals of Clinical Laboratory Science (CLS), principles and concepts of phlebotomy, and Point of Care Testing (POCT). CLS topics include laboratory safety, regulatory requirements, basics of quality control and assurance, standards of behavior, professionalism, ethics, compliance, specimen handling procedures, laboratory equipment, education methods, effective communication and team building. An introduction to phlebotomist duties, universal precautions, factors to be considered in venipuncture sites, equipment and supplies needed to collect blood, the proper order of draw and specimen collection techniques, adverse effects of improper venipuncture technique and documentation procedures. An overview of the emerging specialty of point of care testing (POCT) through discussions on the history and utility of POCT, various aspects of the analytical performance, regulatory requirements, and laboratory hospital management.

BIOL A442 **Clinical Immunology (Serology) (3)** (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Program or equivalent; admission into the clinical program) A study of the principles of clinical immunology relative to antigen/ antibody structure and function, disease states and clinical serologic testing methodologies.

BIOL A443 **Clinical Hematology and Hemostasis (4)** (Prereq: Completion of the three-year academic portion of the Clinical Laboratory program or equivalent: admission into the clinical program) A study of the principles of clinical hematology, cellular components, and hemostasis (coagulation) relative to disease states and clinical testing methodologies.

BIOL A444 **Clinical Immunohematology (Blood Bank) (4)** (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Program or equivalent; admission into the clinical program) A study of the principles of clinical immunohematology (blood bank) relative to the ABO and Rh blood group system, various other erythrocyte antigen systems, ABO discrepancies, antibody screening, antibody identification, compatibility testing, donor requirements, preparation of blood components

relative to transfusion medicine, disease states and clinical testing methodologies.

BIOL A445 **Urinalysis and Body Fluids (2)** (Prereq: Completion of the three-year academic portion of the Clinical Laboratory Program or equivalent; admission into the clinical program) A study of the principles of the physical, chemical and microscopic analysis of urine and non-blood body fluids relative to disease states and their clinical testing methodologies.

BIOL A450 **Medical Technology Internship II. (12)** (Prereq: Completion of BIOL A440; positive recommendation from Program Director) A continuation of the clinical internship for the Clinical Laboratory Science program. This internship consists of clinical training under the direction of instructors at University Hospital (University Health Care System). Clinical training will include Microbiology, Clinical Hematology, Clinical Chemistry, Blood Banking, Urinalysis and Body Fluid Analysis, Serology, Histology, Phlebotomy, and Laboratory Leadership and Management.

BIOL A451 **Clinical Laboratory Operations & Management (2)** (Prereq: Admission into the clinical program) A study of the principles of laboratory operations and management, resource management, principles of financial management, effective leadership skills, quality measures, compliance, safety regulations, professionalism, laboratory process improvement and research design.

BIOL A452 **Clinical Chemistry (4)** (Prereq: Completion of Clinical Laboratory Science Internship I) A study of the principles of the clinical chemistry relative to qualitative and quantitative analysis of blood and other body fluids, disease states and their clinical testing methodologies. Discussion and identification of the quantitative and qualitative analyses of body fluids that includes the study of acid-base, electrolytes, carbohydrates, lipids, proteins, enzymes, nitrogen-containing compounds, vitamins, endocrinology, as well as toxicology and therapeutic drug monitoring.

BIOL A453 **Clinical Microbiology (6)** (Prereq: Completion of Clinical Laboratory Science Internship I) A study of the principles of clinical microbiology relative to disease states and clinical testing methodologies. The course will focus on the discussion and identification bacterial, mycobacterial, parasitic, viral and fungal human pathogens and their pathogenesis, epidemiology, clinical manifestations, infectious diseases and antimicrobial agents.

BIOL A490 **Senior Seminar. [=GEOL A490] (1)** (Prereq: Senior status) A seminar series designed to introduce students to current research in biology and geology through weekly seminars by faculty, visiting scientists, and USC Aiken biology majors. This course must be taken as a co-requisite with departmental capstone courses, BIOL A499 or GEOL A499. Students enrolled in Senior Seminar will be expected to pose a question of scientific significance and prepare a research proposal describing an appropriate experimental design to answer the question. Research proposals will be evaluated based on the student's ability to answer the question, propose pertinent experiments to test the question, and to make proper use of the scientific literature. The course will culminate in student oral presentations of work conducted in the capstone course.

BIOL A498 **Research Design, Implementation, and Analysis. (3)** (Prereq: Senior status) A capstone experience designed to provide a comprehensive overview of the methodologies of biological research with emphasis on hypothesis formation, experimental design, data analysis, and interpretation through reviews of the scientific literature. Student will learn and practice techniques for data calculation, analysis and presentation. Class times will also be dedicated to the development of the skills necessary to present scientific results to a wider audience through discussion of techniques observed in the departmental seminars. Three lecture hours per week and attendance at Friday departmental seminars.

BIOL A499 **Applied Biological Research Design, Implementation and Analysis. (3)** (Prereq: departmental permission; and senior status; Coreq: BIOL A490 or GEOL A490). A capstone experience designed to introduce students to the planning and execution of research and the presentation of research findings. Students will work directly with a faculty member to develop and carry out a research project of biological significance. Enrollment in this course requires an independent study contract and must be taken along with BIOL/GEOL A490 Senior Seminar. BIOL A499 is specifically designed for those who show a desire to conduct biological research. Minimum time requirement: one conference and five laboratory or field hours per week.

BIOL A502 **Advanced Cellular and Molecular Biology (3)** (Prereq: C or better in BIOL A350 or BIOL A352 or BIOL A360). A discussion of eukaryotic cell function associated with gene expression, protein processing, and signal transduction. Major topics include DNA replication and repair, eukaryotic gene structure and expression, RNA synthesis and processing, protein synthesis and processing, and cell signaling. Three lecture hours per week.

BIOL A510 **Developmental Biology. (4)** (Prereq: BIOL A350 or A352) Introduction to the cellular, genetic, molecular, and morphological processes underlying development of invertebrates and vertebrates from gamete production to zygote, embryological, and fetal stages. The course will also explore processes of organ formation, metamorphosis, and post-natal regeneration. The lab component involves experimental manipulation of a range of embryonic organisms. The course will include an independent project using zebrafish embryos which will involve data collection and will culminate in a written report with an oral presentation. Three lecture and three laboratory hours per week.

BIOL A516 **Herpetology. (4)** (Prereq: C or better in BIOL A316) Systematics, distribution, morphology, life history, behavior, ecology, and current literature of amphibians and reptiles with special emphasis on South Carolina species. Field trips and collections required. Three lecture and three laboratory hours per week.

BIOL A520 **Swamp Ecology. (4)** (Prereq: C or better in BIOL A370 or departmental permission) Swamp Ecology is a lecture and field-based laboratory course covering the hydrology, biogeochemistry, ecology and conservation of swamps of the Southeastern United States. Course themes and

material are experienced first-hand via a week-long exploration of regional swamps such as those of the Okefenokee National Wildlife Refuge and Congaree National Park. During field trips, students explore different swamp types, identify flora and fauna commonly found in swamps, and learn about the social history and conservation issues surrounding US swamps.

BIOL A525 **Conservation Biology. (3)** (Prereq: C or better in BIOL A370 or BIOL A335) This course is designed to introduce students to the ways in which principles of the natural sciences and social issues are synthesized into conservation biology. Faculty and students will discuss how conservation biology can be used to conserve and protect biological diversity. The focus will be primarily on the biological issues, within the context of social, legal, or political considerations through which conservation programs are implemented. The intent of this course is to demonstrate how the tools of natural scientists like biologists, ecologists, and systematists can be applied to the solution of some practical problems in conservation biology.

BIOL A528 **Seasonal Flora. (4)** (Prereq: C or better in BIOL A320 or departmental permission) Introduction to vascular plant systematics with emphasis on field identification and collection of flora native to South Carolina. Will concentrate on the prevailing flora at the time of the year the course is taught. Seasonal Flora is normally offered in Maymester.

BIOL A531 **Parasitology. (4)** (Prereq: C or better in BIOL A370 or BIOL A335) A survey of the major parasite taxa, the evolutionary relationships among them, and the ecological and evolutionary consequences of utilizing other organisms as habitat. The laboratory portion of the course focuses on the collection, preservation, and identification of parasitic organisms, culminating in development of a parasite collection by each student. Field trips required. Three lecture and three laboratory hours per week.

BIOL A540 **Cancer Biology. (3)** (Prereq: C or better in BIOL A350 or A352 or A360) Regulation and events involved in signal transduction, cell division, and oncogenesis. These mechanisms underlie current understanding of the onset and maintenance of cancer in humans. Three lecture hours per week.

BIOL A541 **Principles of Biochemistry. (4)** (Prereq: C or better in BIOL A302 or A350 or A352 and successful completion of CHEM A111 and CHEM A112) Advanced principles of biochemistry including enzymatic mechanisms, regulation, and electron transport associated with biological processes. Three lecture and three laboratory hours per week.

BIOL A542 **Principles of Biochemistry II. [=CHEM A550] (4)** (Prereq: C or better in BIOL A541) Advanced principles of biochemistry including specific enzymatic mechanisms (e.g., dehydrogenases, kinases, carboxylases), biochemical regulation (e.g., function of dinucleotides, metals, and other coenzymes, specific feedback mechanisms, induction of enzyme activity), and electron transport (e.g., diversity of electron donors involved in electron transfer mechanisms). Three lecture hours per week.

BIOL A550 **Immunology. (3)** (Prereq: C or better in BIOL A350 or A352 or A360) Basic immunological concepts including hematopoiesis; immunoglobulin structure, function, and genetics; antigen processing and presentation; cellular immunology; hypersensitivity; immune responses to disease; and vaccines. Three lecture hours per week.

BIOL A560 **Aquatic Biology. (4)** (Prereq: C or better in BIOL A335 or BIOL A336 or BIOL A370 or BIOL A390) An examination of the physical and chemical characteristics of freshwater habitats and the ecology of freshwater organisms. The laboratory portion of the course will focus on collection of aquatic organisms and quantification of relevant habitat characteristics. Field trips required. Three lecture and three laboratory hours per week.

BIOL A570 **Principles of Ecology. (4)** (Prereq: C or better in BIOL A370 with a C or better, statistics) Interactions between organisms and the environment; ecosystem structure and function; sampling techniques, and data analysis. Three lecture and three laboratory hours per week.

BIOL A575 **Topics in Ecology. (3-4)** (Prereq: C or better in BIOL A370) Any of the courses listed below are offered only if student interest is sufficient. Courses are not part of the Department's standard course sequence. Courses include Ecology of the Bahamas, Ecology of the Southern Appalachians, Forest Ecology, Marine Ecology, and Wetlands Ecology. Students may count only BIOL A380 or BIOL A575 Topics in Ecology: Ecology of the Bahamas for major credit in biology. Credit awarded for successful completion is dependent on the course offered: four credit hours accompany courses with a laboratory component.

BIOL A576 **Topics in Environmental Science. (3)** (Prereq: C or better in BIOL A390). Selected topics in environmental science; courses are intended to provide specific instructions/training in the areas of environmental remediation and restoration. Topics include Environmental Remediation, Toxicology and Risk Assessment, Restoration Ecology, and other topics not covered in existing courses. Three lecture hours per week.

BIOL A577 **Environmental Toxicology. (3)** (Prereq: C or better in BIOL A390) This course will provide students with an understanding of the basic concepts of human toxicology as those concepts apply to environmental toxicology. Course discussions will include the distribution, cellular penetration, metabolic conversion, and elimination of toxic agents introduced to the human body. The interaction between foreign chemicals and biological systems will be studied at the cellular, organ-system, and whole-organism levels. Three lecture hours per week.

BIOL A578 **Restoration Ecology. (3)** (Prereq: C or better in BIOL A390) Restoration ecology is the scientific study of the reestablishment of structure and function in disturbed ecosystems through human intervention. This course reviews topics and goals in restoration ecology, the causes and consequences of anthropogenic disturbance to the environment, and the difficulties with restoring damaged ecosystems. Information will be presented through lecture and discussion of journal papers on specific topics. Three lecture hours per week.

BIOL A579 **Coastal Health and Restoration. (3)** (Prereq: C or better in BIOL A335 or A336, and A370 or A390)

This course is designed to provide students with a comprehensive understanding of coastal ocean ecosystems and the effects humans can have on this dynamic and delicate natural environment. Class discussions will begin with the basics of marine science, and then extend to the impacts of human activities on coastal ecosystems and processes. Coastal zone management and regulations to protect and maximize environmental resources will also be studied. Three lecture hours per week.

BIOL A583 **Pathology of Coastal Organisms. (3)** (Prereq: C or better BIOL A330) Course will be concerned with known and suspected coastal invertebrate diseases. Emphasis will be placed on techniques involved with the identification, pathogenesis, microbiology, and ecology of the pathogens, and the ecological significance of stress and disease occurrence. Particular consideration will be given to diseases of coral reef organisms. Basic principles regarding coral reef biology and marine microbiology also will be covered. Course will consist of lectures, field trips, and evening laboratories. Course will be taught at a field station in the tropics. Special permission required. Additional fees assessed for travel and by the field station.

BIOL A598 **Advanced Special Topics: (Biology). (3-4)** (Prereq: C or better in BIOL A300-level courses specific to the topic) Selected topics in biology not covered in existing 500-level courses. Laboratory and field experiences may be included if appropriate.

Geology (GEOL)

GEOL A101 **Physical Geology. (4)** The study of the earth's surface and internal processes and resulting rock products. Plate tectonics and the rock cycle will be used as integrating paradigms for observations of current earth processes. Uniformitarianism will be introduced as a means to interpret past earth history based on the distribution of rock products. Three lectures and three laboratory hours per week.

GEOL A103 **Environmental Earth Science. (4)** Analysis of the basic energy cycles of the earth. The interaction of human activity with earth processes to affect the environment. Three lectures and three laboratory hours per week.

GEOL A199 **Geological Research I.** (1-3) (Prereq: Consent of Instructor, four hours of geology credit) An independent study course in which students will conduct a literature review and write a proposal for a research project or conduct a preliminary research project. This course is intended for freshman or sophomore students interested in geological research. GEOL A199 may be repeated for a maximum of four credits. Contract required.

GEOL A201 **Integrated Earth Science. (4)** A survey of major earth systems. internal geologic processes; surface geologic processes; geologic time; atmosphere, weather and climate; ocean circulation patterns; the earth in the context of the solar system and the universe. Not intended for students who major in the sciences. Three lecture and three laboratory hours per week.

GEOL A299 **Geological Research II.** (1-2) (Prereq: Consent of Instructor, eight hours of geology credit.) An independent study course in which students will propose and complete a research project. This course is intended for sophomore or junior students interested in geological research. In order to complete this course successfully, students must actively participate in lab, field activities (to include regular meetings with their mentor), and produce a written or oral report of results. This course may be repeated for a maximum of four credits. Contract required.

GEOL A301 **Oceanography. (4)** (Prereq: C or better in GEOL A101 or A103) An integrated overview of the geology, chemistry, physics, and biology of the world's oceans. Topics include the evolution of the ocean basins, physical and chemical properties of seawater, ocean circulation, waves, and coastal processes, and the ocean's major biological communities. Issues of current interest (e.g. climate change; coral bleaching; invasive species; ocean acidification) are presented throughout the course. Three lecture hours and three laboratory hours per week. Required field trips.

GEOL A303 **Meteorology. (4)** (Prereq: C or better in GEOL A101 or A103) This course focuses on the physical processes that influence Earth's weather and climate patterns and provides a synoptic-scale assessment of atmospheric circulation using weather maps, soundings, cross sections, numerical models, and remote sensing. Three lecture and three laboratory hours per week.

GEOL A305 **Earth Systems Through Time. (4)** (Prereq: Grade of C or better in GEOL A101) The interpretation of earth's history and the history of life through time by application of the principle of uniformitarianism and the laws of stratigraphy. Attention is focused on changes in atmostphere, climate, biosphere, and tectonic style over time. Three lectures and three laboratory hours per week.

GEOL A311 **Paleontology. (4)** (Prereq: Grade of C or better in GEOL A101 or A103) Major principles and techniques in paleontology including, but not limited to, the use of the fossil record in understanding evolutionary relationships and processes, reconstructing the paleoenvironment, paleoclimate, and biostratigraphy. Three lecture and three laboratory hours per week, with a laboratory focus on invertebrates. Required field trips outside of the listed laboratory time will be posted in the "Schedule of Classes."

GEOL A315 **The Anthropocene. (4)** (Prereq: Grade of C or better in GEOL A101 or A103) This course takes a transdisciplinary approach to explore the Anthropocene concept as a new paradigm that embodies an altered human-environment relationship. Through course work, class discussions, readings, and field observation students will explore how humanity is embedded within an open, dynamic, and rapidly changing Earth system. Three lecture hours per week and three lab hours per week.

GEOL A325 **Sedimentology and Stratigraphy. (4)** (Prereq: C or better in GEOL A101) A survey of the origin, deposition, and stratigraphy of sedimentary rocks and sedimentary environments. Topics include the basics of fluid flow and sediment transport, the use of sedimentary structures in interpreting past

environments, and the importance of sedimentary sequences in reconstructing earth history (the fossil record), environmental change (climate; sea level), groundwater management, and natural resources exploration (fossil fuel; metal and mineral ores). Three lecture and three laboratory hours per week. Required field trips.

GEOL A331 **Structural Geology. (4)** (Prereq: C or better in GEOL A101, and C or better in CHEM A112 or C or better in MATH A142) Deformation of the earth, stress, strain, elastic behavior, brittle and ductile deformation, geology and mechanics of simple geologic structures, selected orogenic belts. Three hour lecture and three laboratory hours per week. Occasional field trips.

GEOL A335 **Igneous and Metamorphic Environments. (4)** (Prereq: C or better in GEOL A101 and a C or better in CHEM A111) A survey of the minerology and petrology of igneous and metamorphic rocks emphasizing plate and tectonic settings. The temporal and spatial frameworks of metamorphic and igneous activity at plate margins will be covered as well as crystal chemistry, magma genesis, and P-T-t paths. 3 lecture and 3 laboratory hours per week. Required field trips.

GEOL A336 **Introduction to Geophysics. (4)** (Prereq: C or better in MATH A142, C or better in GEOL A101, and C or better in PHYS A201 or PHYS A211) Structure and dynamics of the solid earth; fundamentals of plate tectonics, geodesy, gravity, seismology, geochronology, and thermal studies. Includes laboratory.

GEOL A363 **Geographic Information Systems (GIS) in the Sciences. (4)** (Prereq: C or better in GEOL A101, A103, or A401) Introduction to Geographic Information Systems. This course provides and overview of key elements of GIS including, but not limited to , the development and application of modern GIS, spatial data types and structures, GPA and satellite mapping, map projections and coordinate systems, GIS data acquisition and quality control, spatial analysis, and career options for GIS professionals. Course topics are supplemented with hands-on activities using ESRI's ArcGIS software environment.

GEOL A398 **Topics in Geology (1-4)** (Specified prereq. or departmental permission) Selected topics in the Geological Sciences. Laboratory and field experiences may be included where appropriate.

GEOL A399 **Independent Study. (1-4)** (Prereq: departmental permission)

GEOL A401 **Environmental Geomorphology. (4)** (Prereq: Grade C or better in GEOL A101, GEOL A103, or GEOL A201) Overview of earth surface processes and the forces that move mass throughout the landscape to give rise to present and past topography. Time scales of interest range from fractions of seconds to eons, and spatial scales of interest range from millimeters to hundreds of kilometers. Analysis of key concepts in geomorpholoy including, but not limited to, soils, weathering, groundwater, surface water hydrology, sediment transport, river systems, and coastal processes. Lab emphasizes observation of surface processes in the field through measurement and analysis. Field trips required.

GEOL A405 **Global Biogeochemical Cycles. (4)** (Prereq: C or better in CHEM A111, and C or better in either GEOL A101 or GEOL A103) This course provides an integrated and quantitative perspective on the processes that cycle biologically important elements through the Earth systems and the relationship of those processes to global change in the past, present, and future. Topics include feedback loops, redox processes, nutrient cycling, gas flexes, modeling approaches, and how humans have modified Earth's biogeochemistry. Three lecture and three laboratory hours per week. Required field trips.

GEOL A425 **Coastal Field Geology. (4)** (Prereq: C or better in any two geology courses at the 300-level) Investigation of the primary structures and geomorphology of the Holocene and Pleistocene shorelines of selected sites through a series of field trips and lectures. Additionally, aspects of Paleogene stratigraphy, neotectonics, and human interaction with the coast will be reviewed. Classwork will be conducted in the field. Requires seven nights camping during Maymester or five nights over Spring Break. Special fee assessed at registration covers lodging and transportation on the trips.

GEOL A431 **Southern Appalachian Geology. (4)** (Prereq: C or better in any two geology courses at the 300-level) The stratigraphic, structural, magmatic, and metamorphic features of the Southern Appalachian origin, studied through the readings in the literature and outcrop observation. Requires one weekend field trip and a five-day field trip over Spring Break. Special Fee assessed at registration covers lodging and transportation on the trips.

GEOL A490 **Senior Seminar. [=BIOL A490] (1)** (Prereq: Senior status) A seminar series designed to introduce students to current research in biology and geology through weekly seminars by faculty, visiting scientists, and USC Aiken biology majors. This course must be taken as a co-requisite with departmental capstone courses, BIOL A499 or GEOL A499. Students enrolled in Senior Seminar will be expected to pose a question of scientific significance and prepare a research proposal describing an appropriate experimental design to answer the question. Research proposals will be evaluated based on the student's ability to discuss the question, propose pertinent experiments to test the question, and to make proper use of the scientific literature. The course will culminate in student oral presentations of work conducted in the capstone course.

GEOL A499 **Geology Capstone.** (3) (Prereq: departmental permission; 12 hours of geology courses) (Coreq: BIOL A490 or GEOL A490) A capstone experience designed to introduce students to the planning and execution of research and the presentation of research findings. Students will work directly with a faculty member to develop and carry out a research project of geological significance. Enrollment in this course requires an independent study contract. GEOL A499 is specifically designed for those who show an aptitude and a desire to conduct geological research. Minimum time requirement: one conference and five laboratory or field hours per week.

GEOL A500 **Field Geology. (6)** (Prereq: 16 hours in geology, not including GEOL A103, or A201 with a C or better; departmental permission) Geological field techniques including the use of field instruments and preparation of geologic maps and cross sections. Supervised geologic investigations of a local area. Written final report required.

GEOL A570 **Environmental Hydrogeology. (3)** (Prereq: C or better in GEOL A101 and MATH A122 or MATH A141 or departmental permission) Environmental consideration of the hydrologic cycle, occurrence, and movement of ground water, aquifer analysis and water well emplacement and construction. Water quality, pollution parameters, and the geochemistry of selected natural water systems. The effects of environmental problems, waste disposal, and water development upon the aqueous geochemical regime. Occasional field trips. (Laboratory GEOL A571 is optional).

GEOL A571 **Environmental Hydrogeology Laboratory. (1)** (Coreq: GEOL A570) Laboratory to accompany Environmental Hydrogeology (GEOL A570).

GEOL A598 **Advanced Topics in Geology. (1-4)** (Prereq: specified prerequisites, or departmental permission) An in-depth study of highly specialized geological topics not covered in detail in existing courses.

Public Health (PUBH)

PUBH A201 **Introduction to Public Health. (3)** Introduction to the field of public health, including its historical evolution, fundamental concepts, theories and practices in the United States, and its central values and ethical principles. Three lecture hours per week.

PUBH A202 **Introduction to Environmental Health. (3)** An introduction to the study of the environmental factors (behavioral, biological, chemical, physical) that affect environmental quality and public health. Three lecture hours per week.

PUBH A305 **Epidemiology. (3)** (Prereq: C or better in PUBH A201, and MATH A108) An overview of principles of epidemiology with an emphasis on public health applications. Topics include examination of specific epidemiological tools used to help plan, monitor, and evaluate population health; consideration of methods for population health management; and understanding of factors influential to population health and the strategies that healthcare systems and organizations can implement for control of these factors. Three lecture hours per week.

PUBH A325 **Heath Care and Public Health Policy. (3)** (Prereq: C or better in PUBH A201) Introduction to health care services, including the characteristics and structure of the U.S. health care system and its comparison to other health systems. Key topics include examination of public health policy, laws, ethics, and economics; knowledge of key elements of the health care industry pertaining to medical care and public health; an understanding of the interrelated roles of industry; and challenges facing state and national health care systems. Three lecture hours per week.

PUBH A340 **Research Methods in Public Health. (3)** (Prereq: C or better in PUBH A201) Introduction to health care services, including the characteristics and structure of the U.S. health care system and its comparison to other health systems. Key topics include examination of public health policy, laws, ethics, and economics; knowledge of key elements of the health care industry pertaining to medical care and public health; an understanding of the interrelated roles of industry; and challenges facing state and national health care systems. Three lecture hours per week.

PUBH A350 **Issues and Trends in Public Health. (3)** (Prereq: C or better in PUBH A201) This course provides an overview of major issues, trends, and challenges influencing the health of populations in the United States and globally. Key topics include the opioid epidemic, obesity, climate change and environmental health, and emerging threats to public health. The course also explores issues influencing healthcare delivery systems, including interprofessional relationships, health policy, and structural barriers to care.

PUBH A360 **Sociology of Medicine and Health. [=SOCY A360] (3)** (Prereq: C or better in SOCY A101) Sociological approaches to medicine and health. An examination of concepts of health and illness. The social epidemiology of disease, demographic and social factors affecting health, illness behavior, non-traditional medicine and healers, doctor-patient relations, the professionalization of medicine, and social policies affecting health care.

PUBH A398 **Topics in Public Health. (3)** (Prereq: C or better in PUBH A201 and A202 or departmental permission) Selected topics in Public Health not covered in existing courses.

PUBH A399 **Research in Public Health. (3)** (Prereq: C or better in PUBH A201 and A202 or departmental permission; contract required) An independent study course in which students will conduct a research project under the mentorship of a public health faculty member. This course may be repeated for up to 4 hours of credit. Must be taken with BIOL A400.

PUBH A410 **Evaluation Methods in Public Health. (3)** (Prereq: C or better in PUBH A305 and PUBH A340) Discussion and application of processes surrounding public health evaluation, including issues of overall evaluation design. Three lecture hours per week.

PUBH A480 **Health Psychology. [=PSYC A480] (3)** (Prereq: C or better in PSYC A101) A survey of the psychological factors that influence wellness, disease, and the performance of health behaviors. Illness prevention, management, and treatment will be examined.

PUBH A482 **Health Communication [=COMM A482] (3)** (Prereq: Junior standing or permission of instructor) This course examines theory and research relevant to health communication, including interpersonal, organizational, and mass communication approaches. Topics include communication between patients and health care providers, the importance of social support for patients and providers, the role of communication in general models of health and illness as well as health campaigns. Prior completion of COMM A201 is recommended but not required.

PUBH A499 **Experiential Learning in Public Health. (3)**
(Prereq: C or better in PUBH A330) A capstone experience designed to provide students with an applied experience in public health. Students may choose a research project under the guidance of a faculty member, or a structured field experience relevant to public health. Internships must provide a representative and meaningful learning experience for the participating student. Requires prior approval.

Department of Chemistry and Physics

Dr. Douglas W. White, *Interim Department Chair*

Faculty

Professors

- Gerard Rowe, Ph.D. - Inorganic Chemistry

Associate Professors

- C. Nathan Hancock, Ph.D. - Biochemistry
- Nicholas Marshall, Ph.D. - Materials Chemistry
- Kenneth Roberts, Ph.D. - Biochemistry
- Douglas W. White, Ph.D. - Physics

Assistant Professors

- Bryan C. Borders, Ph.D. - Physical Chemistry
- Sonia Tariq, Ph.D. - Analytical Chemistry

Senior Instructors

- Susan Glenn, Ph.D. - Analytical Chemistry
- Neil Miller, M.S. - Physics

Lecturer

- Rachel Strickhouser, Ph.D. - Analytical Chemistry

Laboratory Manager

- Melissa Stoudemayer, Ph.D. - Analytical Chemistry

Adjunct Faculty

- Christopher Stoudemayer, B.S. - Chemistry

University Affiliates

- Cathy L. Cobb, Ph.D. - Physical Chemistry
- Jack G. Goldsmith, Ph.D. - Analytical Chemistry
- Ragaiy Zidan, Ph.D. - Physics (FuelX)

Distinguished Professor Emeriti

- Monty L. Fetterolf, Ph.D. - Physical Chemistry
- Henry S. Gurr, Ph.D. - Physics

Professors Emeriti

- Stelios Kapranidis, Ph.D. - Mathematics, Computer Science, and Physics
- Kutty Pariyadath, Ph.D - Inorganic Chemistry

Department Mission Statement

The Department of Chemistry and Physics strives to offer curricula of high academic quality, to foster an environment supportive

of scholarly activity, to provide service courses for the general education of undergraduate students, and to serve as a resource for the community. To this end, the department offers: a B.S. degree nationally approved by the American Chemical Society (ACS) with a major in chemistry; concentrations in biochemistry, computational chemistry, and engineering; a minor in chemistry; and courses that may be used to satisfy the chemistry and physics requirements that are stipulated by other degrees, or to satisfy the general education requirements in science.

Accreditation

The Bachelor of Science in Chemistry degree at USC Aiken is approved by the American Chemical Society (ACS).

Technological Literacy in Chemistry

To meet the requirement of computer competency, chemistry majors are required to successfully complete CHEM A310, Introduction to Chemical Research Methods.

Advisement Options

A chemistry major, in consultation with his/her adviser, may take appropriate courses in biology and geology and thus obtain a strong background in environmental science.

The curriculum of the chemistry degree along with selected courses in biology will prepare a student for admission to medical, pharmacy, dental, or veterinary school. The baccalaureate degree in chemistry with a concentration in engineering is designed for students interested in working in the chemical industry or those pursuing graduate work in engineering.

A student wishing to become certified to teach chemistry at the secondary school level may select the Bachelor of Science in Education – Major in Secondary Education (Area of Concentration in Chemistry) through the School of Education. Upon completion of this degree, the student will also have completed the Bachelor of Science with a major in chemistry.

Curricula

The Department of Chemistry and Physics offers a baccalaureate degree with a major in chemistry. Students must complete a set of courses that fulfill the general education requirements, a set of courses that comprise the major, a set of courses that comprise the cognate, and several hours of elective courses. It is the responsibility of each student to see to it that all requirements for the degree are completed. Students will be assisted in course selection by their major advisor. To receive an ACS approved B.S. degree with a major in chemistry, a student must take at minimum the last twelve hours of chemistry courses at USC Aiken.

The cognate is intended to support the course work in the major and must be selected with the approval of the advisor. The cognate differs from a minor in that the courses are 300-level or above and may be distributed over more than one subject area. There are also department-approved 200-level courses that count for cognate. They are as follows: BIOL A244 - Anatomy and Physiology II, BIOL A250 - Microbiology, PHYS A212 - Essentials of Physics II, Math A241 - Calculus III, MATH A242 - Ordinary Differential Equations, ENCP A200 - Statics, ENCP A210 - Dynamics, ENCP A260 - Introduction to the Mechanics of Solids, ENCP A290 - Thermodynamic Fundamentals, and ELCT A221 - Circuits.

For more information, see the USC Aiken Chemistry and Physics Department website at: https://www.usca.edu/chemistry-physics.

Bachelor of Science
Major in Chemistry

Concentrations:

Biochemistry

Computational Chemistry

Engineering

General

Total credit hours required: 120

Biochemistry Concentration

1. General Education Requirements 32

- BIOL A121 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142 4
- PHYS A201 or PHYS A211 4
- PHYS A202 or PHYS A212 4
- Elective (a course not in the above two areas) 3

3. Program Requirements[1] 48-49

A. Introductory Courses 12

- BIOL A122 4
- CHEM A111 4
- CHEM A112 4

B. Foundation Courses 17

- CHEM A310 1
- CHEM A311 3
- CHEM A311L 1
- CHEM A321 3
- CHEM A321L 1
- CHEM A331 3
- CHEM A331L 1
- CHEM A541 3
- CHEM A541L 1

C. In-Depth Courses 16-17

- CHEM A332 3
- CHEM A332L 1
- CHEM A542 3
- CHEM A542L 1
- Select any two from the following: 8-9

  CHEM A511, CHEM A522, CHEM A550

D. Mentored Research[2] 3

- CHEM A499

4. Cognate 13-15

- BIOL A541 4
- BIOL A502 3
- BIOL A350 or A360 3-4
- Choose one of the following: 3-4

  any course numbered 300-level or above or any of the following courses: BIOL A244, BIOL A250, ELCT A221, ENCP A200, ENCP A260, ENCP A290, MATH A241, MATH A242, PHYS A212

5. Free Electives 9-12

TOTAL hours required (min.) 120

[1] Must earn a C or better.

[2] In addition to satisfactory completion of 3 credits of CHEM A499, students are required to complete a thesis and seminar on the research project for graduation. The three credits required for graduation may be spread across multiple semesters. Typically, students take 2 credits each in the fall and spring semesters of their last year in the degree program.

Computational Chemistry Concentration

1. General Education Requirements 32

- BIOL A121 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142 4
- PHYS A201 or PHYS A211 4
- PHYS A202 or PHYS A212 4
- Elective (a course not in the above two areas) 3

3. Program Requirements[1] 48-49

A. Introductory Courses **8**

- CHEM A111 4
- CHEM A112 4

B. Foundation Courses **17**

- CHEM A310 1
- CHEM A311 3
- CHEM A311L 1
- CHEM A321 3
- CHEM A321L 1
- CHEM A331 3
- CHEM A331L 1
- CHEM A541 3
- CHEM A541L 1

C. In-Depth Courses **16-17**

- CHEM A332 3
- CHEM A332L 1
- CHEM A542 3
- CHEM A542L 1
- Select any two from the following: 8-9

  CHEM A511, CHEM A522, CHEM A550

D. Mentored Research[2] **3**

- CHEM A499

E. Subject-Specific Requirements **4**

- CSCI A145

4. Cognate **14-16**

- BIOL A541 4
- CSCI A146 4
- Choose two of the following: 6-8

  CSCI A210, CSCI A220, CSCI A275, CSCI A320, CSCI A330, PHYS A212

5. Free Electives **8-11**

TOTAL hours required (min.) **120**

[1] Must earn a C or better.

[2] In addition to satisfactory completion of 3 credits of CHEM A499, students are required to complete a thesis and seminar on the research project for graduation. The three credits required for graduation may be spread across multiple semesters. Typically, students take 2 credits each in the fall and spring semesters of their last year in the degree program.

Engineering Concentration

1. General Education Requirements **32**

- BIOL A121 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements **15**

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142 4
- PHYS A201 or PHYS A211 4
- PHYS A202 or PHYS A212 4
- Elective (a course not in the above two areas) 3

3. Program Requirements[1] **45**

A. Introductory Courses **8**

- CHEM A111 4
- CHEM A112 4

B. Foundation Courses **17**

- CHEM A310 1
- CHEM A311 3
- CHEM A311L 1
- CHEM A321 3
- CHEM A321L 1
- CHEM A331 3
- CHEM A331L 1
- CHEM A541 3
- CHEM A541L 1

C. In-Depth Courses **17**

- CHEM A332 3
- CHEM A332L 1
- CHEM A511 4
- CHEM A522 5
- CHEM A542 3
- CHEM A542L 1

D. Mentored Research[2] **3**

- CHEM A499

4. Cognate **13-14**

- BIOL A541 4
- ENCP A200 3
- ENCP A260 3
- Choose one of MATH A241 or any course above ENCP A200 or ELCT A200 3-4

5. Free Electives **14-15**

TOTAL hours required (min.) **120**

[1] Must earn a C or better.

[2] In addition to satisfactory completion of 3 credits of CHEM A499, students are required to complete a thesis and seminar on the research project for graduation. The three credits required for graduation may be spread across multiple semesters. Typically, students take 2 credits each in the fall and spring semesters of their last year in the degree program.

General Concentration

1. General Education Requirements 32

- BIOL A121 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 15

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142 4
- PHYS A201 or PHYS A211 4
- PHYS A202 or PHYS A212 4
- Elective (a course not in the above two areas) 3

3. Program Requirements[1] 44-45

A. Introductory Courses 8

- CHEM A111 4
- CHEM A112 4

B. Foundation Courses 17

- CHEM A310 1
- CHEM A311 3
- CHEM A311L 1
- CHEM A321 3
- CHEM A321L 1
- CHEM A331 3
- CHEM A331L 1
- CHEM A541 3
- CHEM A541L 1

C. In-Depth Courses 16-17

- CHEM A332 3
- CHEM A332L 1
- CHEM A542 3
- CHEM A542L 1
- Select any two from the following: 8-9

CHEM A511, CHEM A522, CHEM A550

D. Mentored Research[2] 3

- CHEM A499

4. Cognate or Minor 12-18

Cognate 12

- BIOL A541[3] 4
- and: 8

Courses that count towards the cognate are any course numbered 300-level or above or any of the following courses (choose two or three): BIOL A244, BIOL A250, ELCT A221, ENCP A200, ENCP A260, ENCP A290, MATH A241, MATH A242, PHYS A212

-OR-

- Minor[3] 18

5. Free Electives 10-17

TOTAL hours required (min.) 120

[1] Must earn a C or better.

[2] In addition to satisfactory completion of 3 credits of CHEM A499, students are required to complete a thesis and seminar on the research project for graduation. The three credits required for graduation may be spread across multiple semesters. Typically, students take 2 credits each in the fall and spring semesters of their last year in the degree program.

[3] BIOL A541 is a required cognate course, even for those students completing a minor.

Minor in Chemistry

For a chemistry minor, a C or better is required in all chemistry courses.

Requirements:

- CHEM A331/A331L 4
- CHEM A332/A332L 4
- Select two from the following: 8-9

BIOL A541, CHEM A311/CHEM A311L, CHEM A321/CHEM A321L, CHEM A511, CHEM A522, CHEM A541/CHEM A541L, CHEM A542/CHEM A542L, CHEM A550

Total hours required 16-17

Course Descriptions

Astronomy (ASTR)

ASTR A111 **Descriptive Astronomy. (4)** Introduction to the solar system and distant celestial objects such as stars, galaxies, nebulas, quasars, and black holes. Study of the night time sky, exercises and demonstrations; three lecture hours and three lab hours per week.

ASTR A310 **Radiation in the Universe. (3)** (Prereq: Sophomore standing or higher) The study of how radiation is produced, detected, and its applications. Emphasis is placed on astronomical phenomena such as the solar system environment, stellar fusion, supernovae, and gamma ray bursts. Spacecraft design and the effects of radiation on humans will be discussed. Three lecture hours.

Chemistry (CHEM)

CHEM A101 **Introduction to Chemistry. (3)** (Prereq: Completion of or placement beyond MATH A108; Coreq:

CHEM A101L) An introduction to the principles and vocabulary of chemistry appropriate for those in the health sciences or for general education. Not intended for those in engineering, mathematical and natural sciences; three lecture hours per week.

CHEM A101L **Introduction to Chemistry Lab. (1)** (Coreq: CHEM A101) This course presents an introduction to chemical lab techniques and analysis of basic chemical data. Three laboratory hours per week.

CHEM A103 **Basic Principles of Chemistry. (4)** (Prereq: Completion of, placement beyond, or enrollment in MATH A108) An online course, appropriate for general education, that introduces the concepts and vocabulary of chemistry. Hands-on, small-scale laboratory exercises are performed at home using a chemistry kit. Not intended for allied health, engineering, science, or pre-professional majors requiring chemistry. Students may use either CHEM A101 or A103 towards the natural science general education requirement but not both.

CHEM A105 **Chemistry in Society. (4)** A general education course that introduces basic chemistry and chemical methodologies as they interconnect with relevant societal issues. Hands-on, small-scale laboratory exercises will be used to enhance the understanding of chemistry as it occurs in day-to-day life. Three lecture hours and three lab hours per week. Not intended for allied health or nursing majors or for engineering, science, or premed majors requiring two or more semesters of chemistry.

CHEM A111 **General Chemistry I. (4)** (Prereq: One of the following: placement beyond MATH A111; completion of or enrollment in MATH A111; completion of or enrollment in MATH A122 or by department permission) The first portion of a two-semester sequence of courses that introduces the principles, vocabulary, and methods of chemistry appropriate for those in engineering, mathematical, and natural sciences. Students are advised to register for CHEM A111 after completing another chemistry course at either the high-school or college level. Three lecture hours and three lab hours presented in an integrated format of 3 two-hour meetings per week.

CHEM A112 **General Chemistry II. (4)** (C or better in CHEM A111 and either placement beyond MATH A111 or completion of MATH A111 or MATH A122. Or by department permission) The second portion of a two-semester sequence of courses that introduces the principles, vocabulary, and methods of chemistry appropriate for those in engineering, mathematical, and natural sciences. Three lecture hours and three lab hours presented in an integrated format of 3 two-hour meetings per week.

CHEM A299 **Research Rotation (1)** (Prereq: departmental permission and sophomore status) Students will experience research and rotate through the labs of each of the chemistry faculty members. The student will be exposed to instrumentation and techniques appropriate to the research being performed in each faculty member's lab. A summary paper is required at the end of the semester detailing the experiences in each lab.

CHEM A310 **Introduction to Chemical Research Methods. (1)** (Prereq: Chemistry major and CHEM A112 or departmental permission) This course introduces the student to the uses and applications of presentation and analysis software specific for chemistry and to topics such as general research laboratory safety and ethics in research. The scientific literature search capabilities available in the library will also be demonstrated. The course is routinely presented online but may be offered as a lecture/lab as needed.

CHEM A311 **Introduction to Inorganic Chemistry. (3)** (Prereq: CHEM A112; coreq: CHEM A311L) An introduction to the study of descriptive inorganic chemical concepts including the periodic table, transition metal complexes, and the basics of chemical bonding. Three lecture hours per week.

CHEM A311L **Introduction to Inorganic Chemistry Laboratory. (1)** (Coreq: CHEM A311) The course presents an introduction to the inorganic lab techniques used in synthesis and characterization of inorganic compounds. Three laboratory hours per week.

CHEM A321 **Quantitative Analysis. (3)** (Prereq: CHEM A112; coreq: CHEM 321L) Treatment of solution equilibria in conjunction with an introduction to statistical methods, spectroscopy, separations, and electrochemistry. Three lecture hours per week.

CHEM A321L **Quantitative Analysis Laboratory. (1)** (Coreq: CHEM A321) The practice of volumetric and gravimetric analysis with exposure to spectroscopic, chromatographic, and electrochemical methods. Three laboratory hours per week.

CHEM A331 **Organic Chemistry I. (3)** (Prereq: CHEM A112; coreq: CHEM A331L) Nomenclature, reactions, mechanisms, and synthesis of carbon-containing compounds. Three lecture hours per week.

CHEM A331L **Organic Chemistry I Laboratory. (1)** (Coreq: CHEM A331) Laboratory safety, synthesis, separation, and purification of carbon-containing compounds. Three laboratory hours per week.

CHEM A332 **Organic Chemistry II. (3)** (Prereq: CHEM A331; coreq: CHEM A332L) A continuation of CHEM A331. Three lecture hours per week.

CHEM A332L **Organic Chemistry II Laboratory. (1)** (Prereq: CHEM A331L; coreq: CHEM 332) Continuation of CHEM 331L. Spectroscopic identification of carbon-containing compounds. Three laboratory hours per week.

CHEM A340 **Introduction to Chemical Instrumentation. (3)** (Prereq: CHEM A112; coreq: CHEM A340L) An overview of the physical principles behind the uses of modern chemical instrumentation. Three lecture hours per week. Cannot be used for credit in the chemistry major.

CHEM A340L **Introduction to Chemical Instrumentation Laboratory. (1)** (Coreq: CHEM A340) Focus on proper procedures for instrument usage and data interpretation. Experiments will be drawn primarily from related scientific disciplines. Three lab hours per week. Cannot be used for credit in the chemistry major.

CHEM A350 **Computational Modeling. (1)** (Prereq: CHEM A112 and permission of the department) This course provides a survey of computational methods and their use in solving chemical problems. Students will gain experience in the use of modern computational chemistry packages for carrying out electronic structure and molecular dynamics calculations. Three laboratory hours per week.

CHEM A399 **Independent Study. (1-3)** (departmental permission and sophomore status).

CHEM A498 **Topics in Chemistry. (1-4)** (departmental permission and senior status) Selected topics in chemistry. Lecture and/or laboratory course in advanced topics not covered in existing courses.

CHEM A499 **Senior Research. (1-3)** (Prereq: departmental permission and senior status) Students will participate in a research project under the direction of a chemistry faculty member. A thesis and presentation are required upon completion of the research. This course will provide the capstone experience. A minimum of three semester hours are required for graduation, and a student can enroll for a maximum of six credit hours.

CHEM A511 **Advanced Inorganic Chemistry. (4)** (Prereq: C or better CHEM A311 or departmental permission) Advanced and current views of atomic structure, valency, and bonding including computation, orbital structure of complex compounds, spectroscopy, and an in-depth study of the periodic table. Three lecture hours and three laboratory hours per week.

CHEM A522 **Instrumental Analysis. (5)** (Prereq: CHEM A321, CHEM A321L and either PHYS A202 or PHYS A212, or departmental permission) Theory and applications of instrumental methods of chemical analysis using traditional and current methodologies. Three lecture and six laboratory hours per week.

CHEM A541 **Physical Chemistry I. (3)** (Prereq: CHEM A112, PHYS A212 or PHYS A202, MATH A142; coreq: CHEM A541L or departmental permission) Theories and laws relating to chemical changes. Three lecture hours per week.

CHEM A541L **Physical Chemistry I Laboratory. (1)** (Coreq: CHEM A541 or departmental permission) Applications of physical chemical techniques. Three laboratory hours per week.

CHEM A542 **Physical Chemistry II. (3)** (Prereq: CHEM A541; coreq: CHEM A542L or departmental permission) Theories and laws relating to chemical changes; a continuation of CHEM A541. Three lecture hours per week.

CHEM A542L **Physical Chemistry II Laboratory. (1)** (Prereq: CHEM A541L; coreq: CHEM A542 or departmental permission) Applications of physical chemistry techniques. Three laboratory hours per week.

CHEM A550 **Advanced Biochemistry. [=BIOL A542] (4)** (Prereq: BIOL A541 or departmental permission) An advanced background in the chemistry of biological compounds and cellular processes emphasizing thermodynamics, kinetics, structure, reaction mechanisms, and metabolic pathways is presented. Three lecture and three laboratory hours per week.

CHEM A590 **Introductory Glassblowing. (1)** (Prereq: junior or senior standing, or consent of instructor) The history and fundamental application of glassblowing techniques. Three laboratory hours per week.

Physics (PHYS)

PHYS A101 **Introduction to Physical Science I. (4)** An introduction to the concepts, ideas, and methods of physical science for non-science majors. Particular emphasis is given to the principles of classical physics and chemistry. Experiments, exercises, and demonstrations are included; three lecture hours and three lab hours per week.

PHYS A201 **General Physics I. (4)** (Prereq: Placement into MATH A141 or a C or better in one of the following courses: MATH A111, MATH A112, MATH A122) The first part of an introductory course sequence covering mechanics, electromagnetism, wave motion, thermodynamics, optics, relativity, and atomic and nuclear physics. No previous background in physics is assumed. Three lecture hours and three laboratory hours per week.

PHYS A202 **General Physics II. (4)** (Prereq: PHYS A201 or departmental permission) A continuation of PHYS A201. Three hours of lecture and three laboratory hours per week.

PHYS A211 **Essentials of Physics I. (4)** (Prereq: MATH A141) First portion of a two-semester calculus-level course primarily for students of science and engineering. Topics include mechanics, wave motion, thermal physics, electromagnetism, optics, and modern physics. Three hours of lecture and three laboratory hours per week.

PHYS A212 **Essentials of Physics II. (4)** (Prereq: PHYS A211 or departmental permission) A continuation of PHYS A211. Three hours of lecture and three laboratory hours per week.

PHYS A398 **Topics in Physics. (1-4)** (specified prereq. or consent of instructor) Selected topics in physics. Lecture and/or laboratory course in topics not covered in detail in existing courses.

PHYS A399 **Independent Study. (1-4)** (Prereq: permission of instructor)

Department of Computer Science, Engineering, and Mathematics

Dr. Mohammad Q. Hailat, *Department Chair*

Faculty

Professors

- Hani Abu-Salem, Ph.D. - Computer Science
- Teiling Chen, Ph.D. - Mathematics and Computer Science
- Koffi B. Fadimba, Ph.D. - Mathematics
- Bethany S. Fralick, Ph.D. - Mechanical Engineering
- Mohammad Q. Hailat, Ph.D. - Mathematics
- Rao Li, Ph.D. - Mathematics and Computer Science - *Bridgestone/Firestone S.C. Endowed Professorship in Mathematics and Computer Science*
- Zhenheng Li, Ph.D. - Mathematics and Computer Science
- Titan C. Paul, Ph.D. - Mechanical Engineering

Associate Professors

- Gerald R. Prendergast, Ph.D. - Mechanical Engineering
- Hala Strohmeier Berry, D.Eng. - Computer Science/Cyber Security
- Yilian Zhang, Ph.D. - Mathematics and Computer Science

Assistant Professors

- Ahmed Ahmed, Ph.D. - Electrical and Computer Engineering/ Cyber Security
- Ali AlSabeh, Ph.D. - Computer Science/Cyber Security
- Purno Ghosh, Ph.D. - Electrical Engineering
- Ali Mazloum, Ph.D. - Computer Science/Cyber Security
- Mahmoud Omari, Ph.D. - Computer Science/Data Science
- Thomas F. Reid, Ph.D. - Mathematics and Statistics

Senior Instructors

- Paul Ilukor, M.S. - Mathematics
- David G. Jaspers, M.S. - Mathematics
- Richard S. Terlizzi, Ed.D. - Mathematics and Statistics

Instructors

- Trevor Lightbody, M.S. - Actuarial Science
- David Ramsey, M.A. - Mathematics
- William Shipes, M.S. - Mathematics

Distinguished Professor Emeritus

- Robert G. Phillips, Ph.D. - Mathematics

Professors Emeriti

- Frederick P. Huston, III, M.A. - Computer Science
- Janie H. Key, M.S. - Mathematics and Computer Science
- Stephen C. King, Ph.D. - Mathematics
- Michael D. May, M.S. - Engineering and Mathematics

Department Mission Statement

The mission of the Department of Computer Science, Engineering, and Mathematics is to provide students with an understanding and appreciation of mathematics and the related areas of computer science and engineering. To this end, the Department (a) provides students throughout the University with training in thinking analytically through problem-solving activities and in communicating effectively using graphical and numeric symbols; (b) provides instruction in a number of courses required for the USC engineering program; (c) provides the mathematical background for pre-service and continuing elementary school teachers and secondary school mathematics teachers; and (d) provides mathematics, computer science, and industrial process engineering majors with background for graduate studies or preparation for careers in the mathematical sciences. In addition, the Department seeks to foster study, learning, and appreciation of the mathematical sciences among pre-college students through outreach activities.

Curricula

The Department of Computer Science, Engineering, and Mathematics offers programs leading to the Bachelor of Science degree with a major in applied mathematics, the Bachelor of Science degree with a major in applied computer science, the Bachelor of Science degree with a major in applied computer science with cybersecurity concentration, the Bachelor of Science degree with a major in applied computer science with gaming and simulation concentration, and the Bachelor of Science degree with a major in process engineering, the Bachelor of science degree with a major in mechanical engineering, and the Bachelor of Science degree in electrical engineering. The Department also serves other disciplines at USC Aiken through course offerings which provide basic skills necessary for general education or for the pursuit of studies in those disciplines.

B.S. in Applied Computer Science

The Bachelor of Science degree in Applied Computer Science prepares students to be computer professionals in a variety of technically demanding fields. The curriculum will provide students with knowledge and technical skills in both fundamental and applied computer science. Graduates of the program have the problem-solving experience and the hands-on technical skills needed in the computer science industry. The curriculum includes diverse courses in the applied computer science field, such as courses in software development, computer systems, networking, security, database system, graphic applications and mobile technology. Concentrations in cybersecurity, gaming and simulation, and data science provide students with direct applications in industrial, medical, and military contexts.

B.S. in Applied Mathematics

The Bachelor of Science degree in Applied Mathematics prepares students for immediate employment a wide variety of careers in industry. The curriculum provides a high-quality liberal arts foundation which focuses on applied aspects of mathematics. Technical electives in business, computer science or engineering allow students to augment their studies in academic areas that most interest them. In addition, the Department is adding a track in cryptography to the applied mathematics degree starting fall 2026.

B.S. in Cybersecurity

The Bachelor of Science degree in Cybersecurity prepares students to be cybersecurity professionals in a variety of technically demanding fields. The curriculum provides students with knowledge and technical skills in both fundamental and applied areas of cybersecurity. Graduates of the program develop the problem-solving experience and hands-on technical skills needed to protect computer systems, networks, information, and digital infrastructure. The curriculum includes diverse courses in cybersecurity, such

as cyber operations, AI in cybersecurity, malware analysis, cloud security, Electronics and cyber warfare, digital forensics, cyber threat intelligence, and emerging cybersecurity technologies. The program emphasizes applied learning, workforce readiness, and experiential opportunities and is aligned with the National Security Agency (NSA) Centers of Academic Excellence in Cyber Defense (CAE-CD) curriculum standards, preparing graduates for cybersecurity careers in government, defense, industry, and other organizations.

B.S. in Electrical Engineering

The Bachelor of Science degree in Electrical Engineering provides students with the knowledge and skills in electrical engineering, mathematics and science for careers in industry. The curriculum includes a variety of courses in electronic circuit analysis, signals and systems, communication systems, and electrical power systems.

B.S. in Mechanical Engineering

The Bachelor of Science degree in Mechanical Engineering provides students with the knowledge and skills in engineering, mathematics, and science for careers in industry. The curriculum includes a variety of courses in: engineering, mathematics, and the natural sciences; and the flexibility to choose technical elective courses to highlight their academic interests.

B.S. in Process Engineering

The Bachelor of Science degree in Process Engineering provides students with the technical knowledge and skills in engineering, mathematics, and science for careers in industry. The curriculum includes a variety of courses in engineering, mathematics, business, and the natural sciences, as well as the flexibility to choose technical elective courses to highlight their academic interests.

Mathematics Placement

Please refer to the Admissions section of this bulletin for specifications.

Technological Literacy in Applied Mathematics and Applied Computer Science

To meet the requirement of computer competency, Applied Mathematics and Applied Computer Science majors are required to successfully complete several computer science courses.

Advanced Placement

Advanced Placement examinations may be used to gain credit and advanced placement in calculus and computer science. For more information on Advanced Placement, refer to the Admissions section of this bulletin.

Cognates

Students wishing to take a cognate in mathematics or computer science should take any MATH courses A241 or higher; CSCI A145 and A146; or any CSCI courses A210 or higher.

Bachelor of Science
Major in Applied Computer Science

Concentrations:

Cybersecurity

Data Science

Gaming and Simulation

No Concentration

Total credit hours required: 120

Cybersecurity Concentration

1. General Education Requirements 31-32

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A122 or A141[1] 3-4
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- Fine Arts (any) 3
- MATH A174[1] 3
- Natural Science (any with lab) 4
- Electives 6

3. Program Requirements[1] 65

A. Core Courses 47

- CSCI A125 3
- CSCI A145 4
- CSCI A146 4
- CSCI A215 3
- CSCI A220 3
- CSCI A255 3
- CSCI A285 3
- CSCI A360 3
- CSCI A411 3
- CSCI A415 3
- CSCI A425 3
- CSCI A515 3
- CSCI A520 3

- CSCI A525 3
- CSCI A545 3

B. Technical Electives 12

- Any CSCI courses not required by major.

C. Capstone 6

- CSCI A591 and A592

4. Free Electives 7-8

TOTAL hours required (min.) 120

[1] Must have a C or better.

Data Science Concentration

1. General Education Requirements 32

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141[1] 4
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. CollegeRequirements 16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- Fine Arts (any) 3
- MATH A174[1] 3
- Natural Science (any with lab) 4
- Electives 6

3. Program Requirements[1] 67

A. Core Courses 55

- CSCI A125 3
- CSCI A145 4
- CSCI A146 4
- CSCI A165 4
- CSCI A185 3
- CSCI A220 3
- CSCI A255 3
- CSCI A320 3
- CSCI A345 3
- CSCI A360 3
- CSCI A385 3
- CSCI A400 3
- CSCI A415 3
- CSCI A520 3
- MATH A142 4
- MATH A344 3
- STAT A509 3

B. Technical Electives 6

- Any CSCI courses at the 200-level or higher, or STAT A510 (recommended)

C. Capstone 6

- CSCI A591 and A592

4. Free Electives 5

TOTAL hours required (min.) 120

[1] Must have a C or better.

Gaming and Simulation Concentration

1. General Education Requirements 31-32

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A122 or A141[1] 3-4
- PHYS A201 4
- PSYC A101 3

See full requirements on page 33.

2. College Requirements 16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- ARTS A102 3
- MATH A174[1] 3
- PHYS A202 4
- Electives 6

3. Program Requirements[1] 68

A. Core Courses 53

- ARTS A380 3
- CSCI A125 3
- CSCI A145 4
- CSCI A146 4
- CSCI A210 3
- CSCI A220 3
- CSCI A225 3
- CSCI A255 3
- CSCI A275 3
- CSCI A320 3
- CSCI A350 3
- CSCI A360 3

- CSCI A375 3
- EDET A603 3
- EDET A652 3
- MATH A344 3
- PSYC A450 3

B. Technical Electives 9

- Any CSCI courses not required by major.

C. Capstone 6

- CSCI A591 and A592

4. Free Electives 4-5

TOTAL hours required (min.) 120

[1] Must have a C or better.

No Concentration

1. General Education Requirements 31-32

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A122 or A141[1] 3-4
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- Fine Arts (any) 3
- MATH A174[1] 3
- Natural Science (any with lab) 4
- Electives 6

3. Program Requirements[1] 65

A. Core Courses 44

- CSCI A125 3
- CSCI A145 4
- CSCI A146 4
- CSCI A185 3
- CSCI A220 3
- CSCI A225 3
- CSCI A255 3
- CSCI A320 3
- CSCI A340 3
- CSCI A350 3
- CSCI A360 3
- CSCI A415 3
- CSCI A520 3
- MATH A344 3

B. Technical Electives 15

- Any CSCI courses at the 200-level or higher.

C. Capstone 6

- CSCI A591 and A592

4. Free Electives 7-8

TOTAL hours required (min.) 120

[1] Must have a C or better.

Bachelor of Science
Major in Applied Mathematics

Concentrations:

Cryptography

No Concentration

Total credit hours required: 120

Cryptography

1. General Education Requirements 32

- COMM A201 or A241 3
- ECON A221 or A222 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141[1] 4
- Natural Sciences (with lab) 4

See full requirements on page 33.

2. College Requirements 15-18

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142[1] 4
- Natural Science (any with lab) 4
- Elective in Arts, Foreign Languages, or Social/Behavioral Science 3-4
- Elective(s) in Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, or Foreign Languages 4-6

3. Program Requirements 69

A. Core Courses[1] 54

- CSCI A145, CSCI A215, CSCI A255, CSCI A285, CSCI A515, CSCI A545 19

- MATH A174 3
- MATH A225, MATH A241, MATH A242 11
- MATH A325 3
- MATH A518, MATH A544, MATH A546, MATH A547, MATH A548 15
- STAT A509 3

B. Technical Electives[1] 9

- Choose three of any CYBR, CSCI, STAT, MATH, ENCP, or ITEC course (A300 or higher not required by major)

C. Capstone[1] 6

- MATH A590 and A591

4. Free Electives 1-4

TOTAL hours required (min.) 120

[1] Must have a C or better.

No Concentration

1. General Education Requirements 32

- COMM A201 or A241 3
- ECON A221 or A222 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141[1] 4
- Natural Sciences (with lab) 4

See full requirements on page 33.

2. College Requirements 15-18

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142[1] 4
- Natural Science (any with lab) 4
- Elective in Arts, Foreign Languages, or Social/Behavioral Science 3-4
- Elective(s) in Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, or Foreign Languages 4-6

3. Program Requirements 61

A. Core Courses[1] 40

- CSCI A145 4
- CSCI A562 3
- MATH A135 4
- MATH A225 3
- MATH A241 4
- MATH A242 4
- MATH A325 3
- MATH A518 3
- MATH A519 3
- MATH A544 3
- STAT A509 3
- STAT A510 3

B. Business Component 6

- BADM A225 3
- BADM A363 3

C. Technical Electives[1] 9

- Any CSCI course (A146 or higher not required by major), any ENCP course (200-level or higher), any MATH course (300-level or higher not required by major), or department approved course.

D. Capstone[1] 6

- MATH A590 and A591

4. Free Electives 9-12

TOTAL hours required (min.) 120

[1] Must have a C or better.

Bachelor of Science
Major in Cybersecurity

Total credit hours required: 120-121

1. General Education Requirements 32

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141[1] 4
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 16-17

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142[1] 4
- MATH A174[1] 3
- Natural Science (any with lab) or Foreign Language 3-4
- Social/Behavioral Science 3
- STAT A201[1] 3

3. Program Requirements 72

A. Core Courses[1] 60

- CSCI A125 3
- CSCI A215 3

- CSCI A300 3
- CYBR A210 3
- CYBR A220 3
- CYBR A230 3
- CYBR A235 3
- CYBR A310 3
- CYBR A320 3
- CYBR A330 3
- CYBR A340 3
- CYBR A350 3
- CYBR A360 3
- CYBR A410 3
- CYBR A420 3
- CYBR A430 3
- CYBR A440 3
- CYBR A450 3
- CYBR A460 3
- ENGL A462 3

B. Technical Electives[1] **12**

- Choose any 4 courses from the following: CYBR A470, CYBR A491, CYBR A492, CSCI A145 or higher, or MATH, STAT, or CYBR 300-level or higher.

TOTAL hours required (min.) 120-121

[1] Must have a C or better.

Bachelor of Science
Major in Electrical Engineering

Total credit hours required: 129

1. General Education Requirements 32

- CHEM A111[1] 4
- COMM A241 3
- ECON A221 or A222 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141[1] 4

See full requirements on page 33.

2. College Requirements 15

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142[1] 4
- PHIL A325 3
- PHYS A211[1] 4
- PHYS A212[1] 4

3. Program Requirements[1] **..... 82**

A. Core Courses 70

- CSCI A125 3
- ELCT A101 3
- ELCT A102 3
- ELCT A221 3
- ELCT A222 3
- ELCT A222L 1
- ELCT A310 3
- ELCT A320 3
- ELCT A320L 1
- ELCT A329 3
- ELCT A329L 1
- ELCT A342 3
- ELCT A346 3
- ELCT A348 3
- ELCT A412 3
- ELCT A434 3
- ENCP A220 3
- ENCP A300 2
- ENCP A368 3
- ENGL A462 3
- MATH A174 3
- MATH A241 4
- MATH A242 4
- MATH A344 3
- STAT A509 3

B. Technical Electives 6

- Any ELCT/ENCP course (300-level or higher not required by major), any CSCI course (A145 or higher not required by major), any MATH course (300-level or higher not required by major), or any department-approved course.

C. Capstone 6

- ELCT A498 and A499

TOTAL hours required (min.) 129

[1] Must have a C or better.

Bachelor of Science
Major in Mechanical Engineering

Total credit hours required: 127

1. General Education Requirements 32

- CHEM A111[1] 4
- COMM A241 3

- ECON A221 or A222 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141[1] 4

See full requirements on page 33.

2. College Requirements 15

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142[1] 4
- PHIL A325 3
- PHYS A211[1] 4
- PHYS A212[1] 4

3. Program Requirements[1] 80

A. Core Courses 68

- CSCI A125 3
- ELCT A221 3
- ENCP A101 3
- ENCP A102 3
- ENCP A200 3
- ENCP A260 3
- ENCP A290 3
- ENCP A300 2
- ENCP A301 3
- ENCP A310 3
- ENCP A327 3
- ENCP A332 3
- ENCP A354/A354L 4
- ENCP A360 3
- ENCP A361 3
- ENCP A368 3
- ENCP A371 3
- ENCP A377 3
- ENCP A421 3
- MATH A241 4
- MATH A242 4
- MATH A344 3

B. Technical Electives 6

- Any ENCP course (300-level or higher not required by major), any CSCI course (A145 or higher not required by major), any MATH course (300-level or higher not required by major), any ELCT course (200-level or higher not required by major), any CYBR course, STAT A509, or department-approved course.

C. Capstone 6

- ENCP A498 and A499

TOTAL hours required (min.) 127

[1] Must have a C or better.

Bachelor of Science
Major in Process Engineering

Total credit hours required: 127

1. General Education Requirements 32

- CHEM A111[1] 4
- COMM A201 or A241 3
- ECON A221 or A222 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141[1] 4

See full requirements on page 33.

2. College Requirements 15

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- MATH A142[1] 4
- PHIL A325 3
- PHYS A211[1] 4
- PHYS A212[1] 4

3. Program Requirements 80

A. Core Courses[1] 62

- CHEM A112 4
- ELCT A221 3
- ENCP A101 3
- ENCP A102 3
- ENCP A200 3
- ENCP A260 3
- ENCP A290 3
- ENCP A300 2
- ENCP A310 3
- ENCP A316 or ENCP A368 3
- ENCP A327 3
- ENCP A334 3
- ENCP A360 3
- ENCP A361 3
- ENCP A371 3
- ENCP A380 3
- ENCP A421 3
- MATH A241 4

- MATH A242 4
- STAT A509 3

B. Business Component 6

- BADM A371 3
- MGSC A494 3

C. Technical Electives[1] 6

- Any ENCP course (300-level or higher not required by major), any CSCI course (A125 or higher), any MATH course (300-level or higher not required by major), any MGMT course (300-level or higher), any BADM course (300-level or higher not required by major), any CHEM course 300-level or higher, any ELCT course (200-level or higher not required by major), any CYBR course, or department-approved course.

D. Capstone[1] 6

- ENCP A498 and A499

TOTAL hours required (min.) 127

[1] Must have a C or better.

Bachelor of Science
Major in Software Engineering

Total credit hours required: 120

1. General Education Requirements 32

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A141[1] 4
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. College Requirements 16

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

- Fine Arts (any) 3
- MATH A174[1] 3
- Natural Science (any with lab) 4
- Electives 6

3. Program Requirements[1] 66

A. Core Courses 54

- CSCI A125 3
- CSCI A145 4
- CSCI A146 4
- CSCI A185 3
- CSCI A220 3
- CSCI A225 3
- CSCI A320 3
- CSCI A340 3
- CSCI A360 3
- CSCI A415 3
- CSCI A460 3
- CSCI A462 3
- CSCI A465 3
- CSCI A520 3
- CSCI A525 3
- MATH A142 4
- MATH A344 3

B. Technical Electives 6

- Two courses from: CSCI A255, A370, A411, A417, A418

C. Capstone 6

- CSCI A591 and A592

4. Free Electives 6

TOTAL hours required (min.) 120

[1] Must have a C or better.

Minor in Computer Science

Prerequisites:

Mathematics placement above MATH A111, or completion of either MATH A111 or A170 with a C or better.

Corequisite[1]:

- MATH A174 Discrete Mathematics for Computer Science.

  This course must be completed with a C or better before taking CSCI A220. MATH A174 may be used in partial fulfillment of General Education requirements.

Requirements[1]:

- CSCI A145 Introduction to Algorithmic Design I 4
- CSCI A146 Introduction to Algorithmic Design II 4
- CSCI A220 Data Structures and Algorithms 3
- One additional CSCI course (200 or higher) 3
- Two additional CSCI courses (300 or higher) 6

Total hours required 20

[1]Must have a C or better

Minor in Mathematics

Prerequisites:

Completion of MATH A141 and MATH A142 with grades of C or better.

Requirements[1]:

- MATH A174 Discrete Mathematics 3
- MATH A241 Calculus III 4
- MATH A242 Ordinary Differential Equations 4
- Two other MATH or STAT courses 300 or higher (except A503) 6

Total hours required 17

[1]Must have a C or better

Certificate in Cloud Computing & Security

- CSCI A125 Introduction to Computer Science 3
- CSCI A145 Introduction to Algorithmic Design I 4
- CSCI A235 Introduction to Network Technology 3
- CSCI A255 Introduction to Information Security 3
- CSCI A370 InformationTechnology Project Management 3
- CSCI A417 Cloud Computing 3
- CSCI A418 Cloud Security 3

Total hours required 22

Certificate in Cybersecurity

- CSCI A125 Introduction to Computer Science 3
- CSCI A145 Introduction to Algorithmic Design I 4
- CSCI A146 Introduction to Algorithmic Design II 4
- CSCI A255 Introduction to Information Security 3
- CSCI A545 Cyber Defense and Digital Forensics 3

Total hours required 17

Certificate in Data Science

Prerequisites:

- CSCI A125 Introduction to Computer Science 3
- CSCI A145 Introduction to Algorithmic Design I 4
- MATH A174 Discrete Mathematics for Computer Science 3

Core Courses:

- CSCI A165 Data Science with Python 4
- CSCI A300 Introduction to Machine Learning 3
- CSCI A301 Data Visualization and Exploration 3
- STAT A509 Statistics 3

Total hours required 23

Certificate in Network Security & IT

- CSCI A125 Introduction to Computer Science 3
- CSCI A145 Introduction to Algorithmic Design I 4
- CSCI A220 Data Structures and Algorithms 3
- CSCI A255 Introduction to Information Security 3
- CSCI A415 Data Communication and Computer Networks ... 3

Total hours required 16

Course Descriptions

Computer Science (CSCI)

CSCI A101 **Introduction to Computer Concepts. (3)** Capabilities and limitations of computers, programming in BASIC, history and development of modern computers, components of a computer system, computer jargon, machine language, software demonstration, and evaluation. Intended primarily for non-mathematics/computer science majors. Open only to those students who have not previously completed a computer course.

CSCI A125 **Introduction to Computer Science. (3)** (Prereq: Placement above MATH A104, or MATH A104 with a grade C or better, or consent of department) This course is designed to help students with no prior exposure to computer science or programming learn to think computationally and write programs to solve real-life problems. The course focuses on problem analysis and the development of algorithms and computer programs in a modern high-level language. This course is for students who want to pursue a major in computer science.

CSCI A145 **Introduction to Algorithmic Design I. (4)** (Prereq: For Applied CS majors, a C or better in CSCI A125. For all other majors, by mathematics placement above MATH A111 or a C or better in MATH A111. For all majors, by departmental permission). This is the first course in the two-semester programming course sequence for students majoring in computer science. It teaches program design, coding, debugging, testing, and documentation using good programming style in Java, and provides a foundation for further studies in computer science. Three hours of lectures and three hours of laboratory per week.

CSCI A146 **Introduction to Algorithmic Design II. (4)** (Prereq: CSCI A145 with a C or better) A continuation of CSCI A145. Rigorous development of algorithms and computer programs; elementary data structures. Three hours of lectures and three hours of laboratory per week.

CSCI A165 **Data Science with Python. (4)** (Prereq: CSCI A125

with a C or better) This course introduces the basics of Data Science. It also teaches additional topics such as inheritance and polymorphism, files, and exception handling. It introduces standard Python libraries for Data Science.

CSCI A185 **Computer Applications and Programming. (3)** (Prereq: MATH A108 or MATH A108L with a C or better, placement higher than MATH A108 or MATH A108L, or consent of department) This course introduces systematic computer problem-solving using a procedural language. Emphasis is placed upon algorithm development and program implementation. This course is intended for students to learn computer visual programming. Emphasis is on the fundamentals of structured design, development, testing, implementation, and documentation. Course topics include language syntax, data and file structures, input/output devices, and files. This course also provides exposure to applications such as spreadsheets, database management, and web-page design leading to an advanced level of competency.

CSCI A209 **Topics in Computer Programming. (3)** (Prereq: consent of instructor) Programming and application development using selected programming languages. Course content varies and will be announced in the schedule of classes by suffix and title.

CSCI A210 **Introduction to Computer Organization. (3)** (Prereq: CSCI A145 with a C or better) This course covers computer organization and architecture with a focus on how the various components of computer systems fit together and interact. The goal of this course is to obtain a working knowledge of the lower levels of abstraction of a computer system. Students will learn how to program at both the assembly level and the instruction set architecture level, and obtain an in-depth understanding of how computers work by considering the design of the levels of abstraction and the relationship between the levels.

CSCI A215 **Ethics and Professional Issues. (3)** Covers the impact of computer use on society, the ethical use of software, and the protection of intellectual property rights. The responsibility of professionals will be discussed in the context of the IEEE/ACM professional code of ethics.

CSCI A220 **Data Structures and Algorithms. (3)** (Prereq: CSCI A145 with a C or better; Coreq: CSCI A146) Theory and advanced techniques for representation of information. Abstract data types: lists, stacks, queues, sets, trees, and graphs. Algorithms for sorting, searching, and hashing.

CSCI A225 **Web Development. (3)** (Prereq: CSCI A145 with a C or better) This course is an introduction to web development. The course will explore prevailing technologies in three main components of web applications: client, server, and data. It will also provide practical experiences with large-scale interactive website development.

CSCI A235 **Introduction to Network Technology. (3)** (Prereq: CSCI A125 with a C or better) The course covers network fundamentals, network infrastructure, and best practices of network management. It focuses on network devices, virtual networking components, implementation of policy and protocols, troubleshooting skills, and network analyze tools. Basic network security and cloud concept will also be introduced.

CSCI A255 **Introduction to Information Security. (3)** (Prereq: CSCI A125 with a C or better) This course is an introduction to basic security concepts and principles of information security. Topics will include history of information security; overview of system security, software security, and network security; and security management.

CSCI A275 **Introduction to Physics Engines. (3)** (Prereq: CSCI A146 and PHYS A201 with a C or better) This course is an introduction course to gaming physics engines. It provides fundamental techniques for students to integrate and use commercial 3D physics engines in game development. Topics focus on virtual simulation of physics systems, such as gravity, collision, fabric movement, wind, etc.

CSCI A300 **Introduction to Machine Learning. (3)** (Prereq: CSCI A165 with a C or better) This course will cover the fundamental concepts of machine learning, including supervised and unsupervised learning, decision trees, and neural networks. Students will learn how to build and evaluate models using Python.

CSCI A301 **Data Visualization and Exploration. (3)** (Prereq: CSCI A165 with a C or better) This course covers the use of data visualization tools and techniques to explore and gain insights from data including charts, graphs, and maps. Students will learn how to create effective visualizations and how to use them to communicate findings.

CSCI A320 **Object-Oriented Programming. (3)** (Prereq: CSCI A145 with a C or better) An in-depth study using the object-oriented programming paradigm. Topics include: abstraction, encapsulation, information hiding, classes, inheritance, polymorphism, and the object-oriented programming applications for 2-D graphics, user interface design, events, exceptions, multithreading, multimedia, and animations.

CSCI A325 **System-level Programming. (3)** (Prereq: CSCI A220) The course is designed to help students with no prior exposure to system programming. System programming refers to writing code that prioritizes operating system support for programmers. The course will cover basic concepts of system programming, system programming language(s), and application of those language(s) to system-level problems. The course will focus on programming constructs that are closely aligned with the architecture of a digital computer: shells and scripting; system-level programming in the C/C++ language; and software development tools and techniques.

CSCI A330 **Programming Language Structures. (3)** (Prereq: CSCI A220 with a C or better) Formal specification syntax and semantics; structure of algorithms; list processing and string manipulation languages; statement types, control structures, and interfacing procedures.

CSCI A340 **Mobile Application Development. (3)** (Prereq: CSCI A146 with a C or better or consent of the department) The study of the basic concepts and programming skills of mobile computing. Topics include: user interfaces, layouts, events and event handling, graphics, images, animations, multimedia, 2D game development, data persistence, and networking.

CSCI A345 **Data Mining and Machine Learning. (3)** (Prereq: CSCI A165, MATH A344, CSCI A220, and STAT A509 with a C or better with a C or better) This course teaches the basic concepts in data mining and machine learning, algorithms on classification, clustering, regression, and the implementations of those algorithms.

CSCI A350 **Computer Graphics. (3)** (Prereq: CSCI A220 and MATH A344 with a C or better) This course is an introduction to computer graphics, covering the fundamental mathematical and computational concepts underlying computer graphics. The course consists of discussions of basic theoretical concepts and practical programming with OpenGL. Students will learn the architecture of OpenGL, color, input, geometric transformations, 3D graphics, shading, rasterization, and some other techniques.

CSCI A360 **Software Engineering. (3)** (Prereq: CSCI A220 with a C or better) This course introduces basic knowledge about software engineering, including principles and techniques of software design, software construction, software testing, and software maintenance.

CSCI A370 **Information Technology Project Management. (3)** This course introduces students to project management framework and project life cycle including project planning, monitoring, and controlling. Students will learn the initial need and justification through selection or development to installation and integration with existing systems to deployment and roll-out. Topics may include, IT investments, digitization, design and implementation of IT architecture, IT governance, and business process engineering.

CSCI A375 **Introduction to Haptics. (3)** (Prereq: CSCI A350 with a C or better or consent of department) This course introduces the applications of haptic technology in game development and simulation. Through case studies, students will learn the principles and related technical routes of applying different types of haptics in game and simulation. Students will also learn game development using haptic devices including VR devices and smartphones carrying haptic functions. Students will acquire the skills to embed haptics in the development of games and simulations on platforms that are used in commercial game and simulation software packages.

CSCI A376 **Graph Theory for Computer Science. (3)** (Prereq: CSCI A146 and MATH A174 with grades of C or better) An algorithmic introduction to graph theory and its applications. Topics include: fundamental concepts for graphs, connectivity, matrices of graphs, trees, paths and cycles, matchings, graph colorings, and planar graphs.

CSCI A385 **Advanced Machine Learning. (3)** (Prereq: CSCI A345 with a C or better) This course teaches machine learning algorithms on dimensionality-reduction and the implementations of those machine learning algorithms. The neural networks and convolution neural networks are also introduced.

CSCI A399 **Independent Study. (3-9)** (Prereq: consent of department)

CSCI A400 **Special Topics in Data Science. (3-9)** (Prereq: CSCI A345 with a C or better)Comprehensive study of selected topics in data science. Choice of topic varies with instructor.

CSCI A411 **Operating Systems. (3)** (Prereq: CSCI A220 with a C or better) Basic concepts and terminology of operating systems. Process implementation, synchronization, memory management, protection, resource allocation, system modeling, pragmatic aspects, case studies.

CSCI A415 **Data Communication and Computer Networks. (3)** (Prereq: CSCI A220 with a C or better) The study of concepts and components in data communications and computer networks. Topics will include data transmission, reference models, common network protocols, network applications, and technologies.

CSCI A417 **Cloud Computing. (3)** This course will introduce students to cloud computing and virtualization concepts and provide students with a practical introduction to cloud computing and virtualization with Amazon Web Services (AWS), Google Cloud, and MS Azure. Students will explore how to build applications using a variety of cloud service and understand cloud service level agreements.

CSCI A450 **Introduction to Image Processing. (3)** (Prereq: CSCI A415 with C or better) This course provides an introduction to the basic concepts and general methods of digital image processing. The theories, algorithms, and processing techniques in both the spatial and frequency domains will be discussed. Students will gain understanding of the fundamental mathematical transformations used in digital image processing and practical skills of implementing the processing algorithms with computer programming.

CSCI A460 **Human-Computer Interaction. (3)** (Prereq: CSCI A360 with a C or better) This course covers the principles and practices of human-computer interaction, including user interface design, usability testing, and user-centered design.

CSCI A462 **Software Testing and Quality Assurance. (3)** (Prereq: CSCI A360 with a C or better) This course covers the principles and techniques of software testing and quality assurance, including unit testing, integration testing, regression testing, and test-driven development. Students will learn how to design and implement test plans and test cases to ensure the quality of software products.

CSCI A465 **Software Project Management. (3)** (Prereq: CSCI A360 with a C or better) This course covers the principles and techniques of software project management, including project planning, project scheduling, risk management, and project monitoring and control. Students will learn how to manage software projects from start to finish, including how to work effectively with stakeholders and team members.

CSCI A492 **Topics in Computer Science. (3)** (Prereq: consent of instructor) Study of selected topics in computer science. To be offered as a lecture course on a "demand basis" only.

CSCI A520 **Database System Design. (3)** (Prereq: CSCI A220 with a C or better) Database organization; design and use of database management systems; database models, including network, hierarchical and relational; data description languages, data independence, and representation.

CSCI A521 **Database Programming for Computer Science. (3)** (Prereq: CSCI A520 with a C or better) A programming course in large-scale relational

database environment using host languages. Database design and implementation of on-line applications using some of the programmatic extensions to Structured Query Language (SQL) supported by top of the line enterprise Relational Database Management Systems (RDBMS). Topics covered in this course include: database programming using open architectures, embedded and dynamic query languages, procedural extension of query languages, stored procedures and triggers, data transformation techniques to enhance interoperability of data, and introduction to extensible markup data definition and retrieval languages.

CSCI A525 **Secure Software Engineering. (3)** (Prereq: departmental permission) This course introduces the fundamentals for constructing secure software by applying security principles to software development processes. Software vulnerabilities and possible attacks that exploit them will be covered.

CSCI A550 **Design and Analysis of Algorithms. (3)** (Prereq: CSCI A220 and MATH A141 with grades of C or better) An introduction to the design and analysis of fundamental algorithms in computer science. The algorithmic design paradigms such as the greedy method, divide and conquer, dynamic programming, backtracking, and branch-and-bound. The analyses of algorithms from different areas such as searching, sorting, graph theory, combinatorial optimization, and computational geometry. An introduction to the theory of NP-completeness.

CSCI A562 **Numerical Methods. (3)** (Prereq: MATH A242 and MATH A544 with grades of C or better or consent of instructor, and a working knowledge of programming) An introduction to numerical methods used in solving equations and systems of equations, numerical integration, differential equations, interpolation, and approximation of functions.

CSCI A591 **Capstone Seminar I. (3)** (Prereq: Senior standing in Applied Computer Science, CSCI A220 with a C or better, CSCI A360 with a C or better) Each student is required to do an in-depth study of some topic or a team-based software design project in a student's final year of study. Lecture topics include project identification, project planning, software requirements analysis, design, specification, ethics, and social impact. Selection, specification, and feasibility study of an open-ended design project are to be completed.

CSCI A592 **Capstone Seminar II. (3)** (Prereq: CSCI A592 with a C or better) Continuation of CSCI A591. The final project design, computer system implementation, testing, verification and validation of results will be completed by the end of the semester. Both written and oral reports are required.

Cyber Intelligence (CYBR)

CYBR A210 **Fundamentals of Cybersecurity. (3)** (Prereq: Sophomore or higher standing and CSCI A125, with a grade of C or better) This course provides students with familiarization and basic understanding of the fundamental of cybersecurity and provides an overview of cybersecurity challenges and strategies of countermeasures. Topics include the definition of terms, concepts, elements, and goals incorporating industry standards and practices with a focus on confidentiality, availability, and integrity aspects of information systems.

CYBR A220 **Introduction to Cryptography. (3)** (Prereq: Sophomore or higher standing and MATH 174 and CYBR A210) Consideration of encryption/ decryption, sender authentication, data integrity, non-repudiation, attack classification, secret key (symmetric) and public key (asymmetric) cryptography. Topics may also include historical ciphers, the data encryption standard, the advanced encryption standard, and an introduction to data security, including authenticity, anonymity, and integrity.

CYBR A230 **Windows and Linux Operating System. (3)** (Prereq: Sophomore or higher standing and CSCI A125, MATH 108 with a grade of C or better.) Provides students with skill to perform basic operations involved in system administration of Microsoft Windows based systems. Provides students with the ability to apply methods such as managing applications, services, and network ports to improve the robustness of operating systems. It also provides students with knowledge involved Installing, configuring, securely administer Linux operating system platforms. Topics include Linux operating systems concepts, system installation and configuration, introduction to networking (protocols, IP addressing, ports, subnetting), security, firewalls, packet filtering, networked file systems, lightweight directory access protocol, virtualization, Linux-Windows integration, and Linux shell programming.

CYBR A310 **Information Assurance and System Security. (3)** (Prereq: CYBR A210 with a grade of C or better.) This course examines current standards and best practices in information security, including planning for security contingencies, developing security policy programs, security management, risk management, and protection mechanisms. Topics may include evaluation of security models, risk assessment, threat analysis, organizational technology evaluation, security implementation, disaster recovery planning and security policy formulation and implementation.

CYBR A320 **Network Security. (3)** (Prereq: CYBR A310 with C or better) Study of network security principles and defensive technologies. Topics include basic network security concepts, network intrusion detection and prevention, traffic flow analysis, segregation, security management, and secure protocols usage.

CYBR A330 **Ethical Hacking. (3)** (Prereq: CYBR A310 with a grade of C or better) Provide students with methods of discovering ways of exploiting vulnerabilities to gain access to a system. Topics include analyzing advanced techniques for circumventing network security hardware and software. common security architectures for the protection of information systems and data. Advance students' knowledge of penetration testing, network vulnerabilities, ethical hacking penetration testing, and network vulnerabilities.

CYBR A340 **Information Security and Cyberwarfare. (3)** (Prereq: CYBR A210 with a grade of C or better.) Covers the role of cyberwarfare in modern military operations, where it has become almost impossible

to separate cyberwarfare from traditional warfare. Students will explore the defensive strategies that militaries use have evolved to protect themselves against cyber-attacks. The concept of defense-in-depth is critical to building a well-rounded defense that will stand up to cyberwarfare events. Additionally, students will learn about the future of cyberwarfare, its interaction with military doctrine, and Pandora's box opened by recent events, which have set the stage for future cyber-attacks.

CYBR A350 **Cyber Operations. (3)** (Prereq: CYBR A210 with a grade of C or better.) Introduction to cyber operations concepts, with specific focus on the computing aspects. Topics include basics of cyber operations including an overview of cybercrime; malware analysis; intrusion detection and prevention; web application security; cybersecurity ethics.

CYBR A360 **Introduction to Blockchain. (3)** (Prereq: MATH A174, STAT A201, CSCI A210, CYBR A220 with a grade of C or better.) Topics include some of the most important developments in modern cryptography, including Diffie-Hellman key exchange, Merkle trees, El-Gamal encryption, fully homomorphic encryption, cryptocurrencies, including distributed consensus, blockchains, smart contracts and applications.

CYBR A410 **Wireless and Mobile Security. (3)** (Prereq: MATH 174, STAT A201, CYBR A210, and CYBR A310 with a grade of C or better) Explores the evolution of wired networks to wireless networking and its impact on the corporate world. Using case studies and real-world events, it goes on to discuss risk assessments, threats, and vulnerabilities of wireless networks, as well as the security measures that should be put in place to mitigate breaches.

CYBR A420 **Supply Chain Cybersecurity. (3)** (Prereq: STAT A201, CYBR A315, and CYBR A320 with a grade of C or better.) Introduction to cybersecurity issues related to building complex systems out of third-party components; industrial control systems; the system/product lifecycle; and system certification and accreditation process.

CYBR A430 **Secure Software Engineering. (3)** (Prereq: CYBR A210 and CSCI A360 (Grade C or better) This course introduces the fundamentals for constructing secure software by applying security principles to software development processes. Students will learn to perform risk analysis and how to construct software that can deal with attacks that are known and unknown. This course will provide students with hands on examples and simulate cases.

CYBR A440 **Malware Analysis. (3)** (Prereq: CYBR A325, CYBR A330 with a grade of C or better.) Fundamentals of basic malware analysis through static and behavioral analysis malicious software. Coverage of the compilation process that takes human readable code to compiled machine readable code and to numerous tools used for malware analysis.

CYBR A450 **Artificial Intelligence in Cybersecurity. (3)** (Prereq: MATH 174, STAT A201, and CSCI A300 with a grade of C or better.) Study of Artificial Intelligence (AI) and Machine Learning (ML) to solve cybersecurity problems. Coverage of fundamental and advanced knowledge in applying AI and ML techniques to real-world datasets to learn about Cyber Threat Intelligence (CTI), malware analysis, classification, practical business applications, and hands-on experiences with AI in Cybersecurity.

CYBR A460 **Digital Forensics and Investigations. (3)** (Prereq: CYBR A320, CYBR A325 with a grade of C or better.) This course introduces the tools and techniques for monitoring and preventing illegal access to computer systems that contain confidential or sensitive information. In addition, this course also introduces digital forensic tools and techniques to collect, analyze, document, and present evidence for malicious activities or computer-related crimes.

CYBR A470 **Cloud Security. (3)** (Prereq: CYBR A410 with a grade of C or better. This course will introduce students to cloud security design principles, cloud security architecture, design and implementation in AWS, Google Cloud and MS Azure. Topics also includes cloud identity and access architecture, data storage security, cloud security compliance, and cloud security best practices.

CYBR A491 **Internship in Cybersecurity I. (3)** (Prereq: CYBR A320, CYBR A325 and CYBR A330 with a grade of C or better.) Academic training and practical experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Written experience report and oral presentation required.

CYBR A492 **Internship in Cybersecurity II. (3)** (Prereq: CYBR A320, CYBR A325 and CYBR A330 with a grade of C or better.) Academic training and practical experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Written experience report and oral presentation required.

Electrical Engineering (ELCT)

ELCT A101 **Intro to Electrical Engineering I. (3)** Introduction to the profession of electrical engineering; the wide range of sub-disciplines that make electrical engineering so valuable in improving the human condition; the role of electrical engineers in society; and the role of electrical engineering students in the university.

ELCT A102 **Intro to Electrical Engineering I. (3)** (Prereq: ELCT A101 with a grade of C or better) Continuation of an introduction to the profession of electrical engineering with an emphasis on software tools, computer modeling, simulation, and basic circuit design and programming of microcontrollers.

ELCT A221 **Electrical Circuits I. (3)** (Prereq: ELCT A102 and MATH A142 with a grade of C or better). Linear circuit analysis and design.

ELCT A222 **Electrical Circuits II. (3)** (Prereq: ELCT A221 and MATH A142 with a grade of C or better; Coreq: ELCT A222). This course is a continuation of ELCT A221 and covers AC circuit analysis techniques.

ELCT A222L **Electrical Circuits II Lab. (1)** (Prereq: ELCT A221 and MATH A142 with a grade of C or better; Coreq: ELCT A222). Laboratory exercises demonstrate the correspondence between formal calculations and actual circuit designs. PSpice and MATLAB are used to design and simulate circuits.

ELCT A310 **Digital Logic Design. (3)** (Prereq: ELCT A102).

This course introduces the fundamentals of digital design logic. Topics covered in this course are the binary number system, binary coded decimal (BCD), theory of logic circuits, logic gates, truth tables, programmable logic devices, analog to digital (A/D) and digital to analog (D/A) converters, addressing circuits, data loading circuits, counters, shift registers, latches, and other circuits associated with microprocessor and computer design.

ELCT A320 **Electronic Devices. (3)** (Prereq: ELCT A222 and MATH A242 with a grade of C or better; Coreq: ELCT A320L). This is a fundamental course for the design and analysis of electronic devices and electronic circuits. The course includes semiconductor theory, p-n junction theory, diodes, bipolar transistors, amplifiers, MOSFET, CMOS, JFET transistors, operational amplifiers, and sensors.

ELCT A320L **Electronic Devices Lab. (1)** (Prereq: ELCT A222 and MATH A242 with a grade of C or better; Coreq: ELCT A320). This is a fundamental laboratory for the design and analysis of electronic devices and electronic circuits. The course includes semiconductor theory, p-n junction theory, diodes, bipolar transistors, amplifiers, MOSFET, CMOS, JFET transistors, operational amplifiers, and sensors.

ELCT A329 **Microprocessors and Microcontrollers. (3)** (Prereq: CSCI A125 with a grade of C or better; Coreq: ELCT A329L). This course includes the basics of microprocessors and microcontrollers which include electric motor control components, the basics of programmable logic controller (PLC), and ladder logic programming.

ELCT A329L **Microprocessors and Microcontrollers Lab. (1)** (Prereq: CSCI A125 with a grade of C or better; Coreq: ELCT A310, ELCT A329). Design, building, programming, and testing microprocessors and microcontrollers. Interface and test sensors, motors, and other devices.

ELCT A342 **Signals and Systems. (3)** (Prereq: MATH A242 with a grade of C or better) This course introduces the Fourier and Laplace transforms as methods to model and analyze continuous-time linear systems (primarily first and second-order circuits) in the frequency domain. Parallels between the time and frequency domains are discussed, and sampling and filter design issues are developed.

ELCT A346 **Electrical Power Systems. (3)** (Prereq: ELCT A224 with a grade of C or better) This course covers electric power systems, AC principles, transmission lines, polyphase systems, electrical and magnetic circuits, transformers, electromagnetic forces and loss mechanisms, synchronous machines, system analysis, and electromechanical machines.

ELCT A348 **Electromagnetic Fields. (3)** (Prereq: MATH A242 and PHYS A212 with a grade of C or better) This course covers Maxwell's equations, electrostatics and magnetostatics, fields of charge distributions, fields near conductors, method of images, material polarization and dielectrics, fields of current distributions, electric and magnetic dipoles, power and energy in electromagnetism, electromagnetic work, electrodynamics, electromagnetic waves, wave polarization, wave propagation in isotropic and anisotropic media, wave propagation in plasmas, reflection, transmission, and refraction of waves at media interfaces, wave propagation in periodic structures and photonic bandgaps, guided waves in transmission lines, microwave circuits and smith charts, transients in transmission lines, metallic waveguides, dielectric waveguides, radiation and antennas, wire antennas, antenna arrays, diffraction, aperture antennas.

ELCT A412 **Communications Systems. (3)** (Prereq: ELCT A342 and STAT A509 with a grade of C or better) Principles of electronic digital communications theory and systems including AM, PAM, and PCM. Fourier analysis techniques are developed and broadly applied both in class and in the supporting laboratory exercises. Various digital modulation techniques such as On-Off Keying, Phase Shift Keying, Frequency Shift Keying, and Quadrature Amplitude Modulation are explored in both the classroom setting and in laboratory exercises. Also included are introductions to: information theory, encoding theory, and noise. Trade-offs among signal power, noise and system bandwidth versus system channel capacity are thoroughly developed.

ELCT A434 **Power Electronics. (3)** (Prereq: ELCT A320 and ELCT A346 with a grade of C or better) This course covers the technology required to interface electrical sources and loads to facilitate the transfer of electrical power. The topics covered include rectification, DC converters, Buck, Boost, Cuk, and SEPIC converters, voltage control, current control, inverters, and power semiconductors such as diodes, transistors (MOSFET, BJT, IGBT), and thyristors. In-class laboratory exercises demonstrate the correspondence between formal calculations and actual circuit designs.

Engineering (ENCP)

ENCP A101 **Introduction to Engineering I. (3)** (Prereq: MATH A108 with a C or better or placement beyond MATH A108) Engineering problem solving using computers and other engineering tools.

ENCP A102 **Introduction to Engineering II. (3)** (Prereq: MATH A108 or A108L with a C or better) Introduction to basic concepts in engineering graphics as a means of communication, including orthographic projections, descriptive modeling, and computer graphics.

ENCP A200 **Statics. (3)** (Prereq: MATH A141 with a C or better) Introduction to the principles of mechanics. Equilibrium of particles and rigid bodies. Distributed forces, centroids, and centers of gravity. Moments of inertia of areas. Analysis of simple structures and machines. A study of various types of friction.

ENCP A220 **Mechanical Engineering. (3)** (Prereq: ELCT A102 and MATH A142 with a C or better) This course covers fundamental concepts in mechanical engineering that electrical engineering majors will likely work with.

ENCP A260 **Introduction to the Mechanics of Solids. (3)** (Prereq: ENCP A200 with a C or better or consent of the department) Basic concepts of stress and strain; stress and strain transformation concepts. Basic developments for stresses, tension, torsion, axial load, and pressure. Deformations of elastic relationships between stress and strain.

ENCP A290 **Thermodynamic Fundamentals. (3)** (Prereq: MATH A142 with a C or better) Definitions, work, heat and energy. First law analyses of systems and control volumes. Second law analysis.

ENCP A300 **Engineering Seminar. (1)** A brief introduction, using guest speakers and case studies, to show how engineering is used in industry. This seminar course will be taken twice by students in the program. Mechanical engineering majors in their first spring semester will take this course and then will take it again in the spring semester before completing the senior capstone. This will lead to upperclassmen taking this course at the same time as students early in the program. Each spring, both groups of students will take this class concurrently in the same room and be exposed to the same speakers, workshops, and information sessions. This approach provides an insight into internships and curriculum and creates a bridge between the cohorts allowing for mentorship and interaction between the two student groups.

ENCP A301 **Introduction to Applied Numerical Methods. (3)** (Prereq: MATH A141 with a C or better, Coreq: MATH A142) Introduction and application of linear algebra and numerical methods of solving physical and engineering problems. Techniques include iterative solution techniques, methods of solving systems of equations, and numerical integration and differentiation.

ENCP A310 **Dynamics. (3)** (Prereq: ENCP A200 with a C or better) Kinematics of particles and rigid bodies. Kinetics of particles, emphasis on Newton's second law, energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies.

ENCP A316 **Control Systems. (3)** (Prereq: MATH A242 with a C or better, ELCT A221 with a C or better) An introduction to closed-loop control systems: development concepts, including transfer function, feedback, frequency response, and system stability by examples taken from engineering practice: control system design methods. Also an introduction to programmable logic controllers (PLCs).

ENCP A327 **Design of Mechanical Elements. (3)** (Prereq: ENCP A260 with a C or better) Design against static failure and fatigue failure of structural members and machine parts: design and selection of components including fasteners, welds, shafts, springs, gears, bearings, and chain drives.

ENCP A330 **Mechanical Vibrations. (3)** (Prereq: ENCP A200 and MATH A242 with a C or better) This course is an analysis of forced and damped one-degree-of-freedom systems. The course includes rotation unbalance and vibration isolation, and an introduction to two-degrees-of-freedom systems.

ENCP A332 **Kinematics. (3)** (Prereq: ENCP 310 with a C or better) The application of vector and graphical analysis for the determination of positions, velocities and accelerations of planar linkages used in modern machinery.

ENCP A334 **Quality Control and Planning. (3)** (Prereq: STAT A509 with a C or better). Introduction to quality management philosophies, tools, and approaches. Six Sigma philosophy, roadmap, tools, and techniques of planning and executing quality improvement programs and the LEAN continuous improvement approach that focuses on reducing waste. Application of Design for Six Sigma approach to design or improve products and processes.

ENCP A354 **Heat Transfer. (3)** (Prereq: ENCP A290 and ENCP A360 with a C or better; Coreq: ENCP A354L; MATH A242) One- and two-dimensional steady and unsteady conduction; free and forced convection; boiling and condensation; heat exchangers.

ENCP A354L **Heat Transfer Lab (1)** (Coreq: ENCP A354) This laboratory course is associated with the experimental analysis of linear conduction; radial conduction; conduction of fluid, fins, free and forced convection; and radiation. This course is designed to be taken with ENCP A354.

ENCP A360 **Fluid Mechanics. (3)** (Prereq: Math A241 with a C or better; ENCP A200 with a C or better). Mechanical engineering applications of fluid statics and dynamics. Conservation of mass, momentum, and energy. Similitude and dimensional analysis, open channel flow, lift, and drag. Introduction to turbulent flow.

ENCP A361 **Instrumentation, Measurements, and Statistics. (3)** (Prereq: STAT A509 with a C or better, ENCP A260 with a C or better, PHYS A211 with a C or better, and PHYS A212 with a C or better; Coreq: ENCP A361L) Principles of measurement, analysis of data, experimental planning. Correlations of experimental data, experimental variance, and uncertainty analysis.

ENCP A361L **Instrumentation, Measurements, and Statistics Laboratory. (1)** (Coreq: ENCP A361) This laboratory course is associated with operating principles of common instrumentation of hardness, pressure, temperature, stress, strain, and electrical measurements; students will also apply statistical skills and interpret the results. This course is designed to be taken with ENCP A361.

ENCP A368 **Mechatronics (3)** (Prereq: CSCI A125 with a C or better, ELCT A221 with a C or better, and ENCP A260 with a C or better) Introduction to the principles of integrating mechanical, electrical and computer engineering disciplines within a unified framework towards designing mechatronic systems; Fundamental overview of mechatronics (sensors, signals, actuators, microprocessors and models of mechatronic systems); Experimental exercises using microcontrollers.

ENCP A371 **Engineering Materials. (3)** (Prereq: ENCP A260 with a C or better) Structure and properties of engineering metals, ceramics, and polymers; atomic bonding, crystalline structures and microstructures; mechanical behavior and deformation mechanisms; processes for controlling structures and properties; corrosion.

ENCP A377 **Manufacturing Processes. (3)** (Prereq: ENCP A371 with a C or better) Basic principles of metal processing; applied mechanics of metal cutting and forming; cost analysis of manufacturing operations.

ENCP A380 **Introduction to Systems Engineering. (3)** (Prereq: MATH A142 with a C or better) An integrated introduction to systems methodology, design, and management. Overview of systems engineering as a professional and intellectual discipline, and its relation to other disciplines, such as operations research, management science, and economics.

Survey of selected techniques in systems and decision sciences, including mathematical modeling, decision analysis, risk analysis, and simulation modeling.

ENCP A394 **Thermodynamic System Design and Analysis. (3)** (Prereq: ENCP A290 with a C or better) Design and analysis applied to vapor and gas power cycles, refrigeration and heat pump systems, thermodynamic relations, ideal gas mixtures, psychometric humid air analysis, and combustion processes.

ENCP A399 **Independent Study (1-9)**. (Prereq: departmental permission)

ENCP A421 **Engineering Economics. (3)** (Prereq: ECON A221 or ECON A222; Junior standing) Decision making with respect to capital goods, with emphasis on such decision making in government activities and public utilities. Intended primarily for engineering students, the course emphasizes the types of investment decisions that engineers are often called upon to make.

ENCP A492 **Topics in Engineering (3)**.(Prereq: departmental permission.) Study of selected topics in engineering. To be offered as a lecture course on a "demand basis" only.

ENCP A498 **Capstone Design I (3)** (Prereq: ENCP A361, ENCP A371, ENCP A334 or ENCP A354, and ENCP A327 with grades of C or better) Lecture topics include design specifications and planning, innovation, economic factors, safety, reliability, ethics, and social impact. Selection specification and feasibility study of an open-ended design project to be completed in ENCP A499.

ENCP A499 **Capstone Design II (3)** (Prereq: ENCP A498 with a C or better) Design for manufacturability, ergonomic and aesthetic considerations, prototype construction and testing, statistical methods/design of experiments, ethics/product liability and social/ environmental impact. The final engineering design (specifications, drawings, bill of materials, including assessment of economics) will be completed by the end of the semester. Both written and oral reports are to be provided.

Mathematics (MATH)

MATH A102 **Contemporary Mathematics. (3)** Contemporary mathematical thinking is emphasized through a broad study of topics which could be used in making personal and professional decisions. Topics will be taken from the following: mathematical reasoning and problem solving strategies, the nature of sets and set operations, principles of logic and logical arguments, systems of measurement, and basic concepts of graph theory. Appropriate technology will be used to support the course.

MATH A103 **Mathematics in Society. (3)** Contemporary mathematical thinking is emphasized through the study of consumer finance and financial management, counting methods and probability, and an introduction to statistics and its uses in today's world. Appropriate technology will be used to support the course.

MATH A104 **Mathematics for Practical Purposes. (3)** The study of number theory, set theory, linear equations and inequalities, quadratic and exponential functions and their uses in the real world. Appropriate technology will be used to support the courses.

MATH A108 **College Algebra. (3)** Study of functions and graphical methods with the aid of technology. Topics include linear, quadratic, exponential, and other functions; solving equations; properties of logarithms and exponents; applications of functions.

MATH A108L **Applied College Algebra Lab. (3)** (Prereq: C or higher in MATH A104 or by appropriate criteria as listed on the USC Aiken Math Placement Chart or by consent of department) An in-depth version of MATH A108 intended to develop the necessary algebraic skills by providing additional support through smaller class sizes and more contact hours. (Five hours per week typically divided into 2 hours lecture and 3 hours collaborative learning, discussion, and exploratory activities.)

MATH A111 **Precalculus Mathematics I. (3)** (Prereq: By placement, or MATH A108 with a C or better, or departmental permission; may be taken concurrently with MATH A112) Topics in algebra specifically needed for MATH A141, A142, A241: the study of equations and inequalities, graphs, functions and inverse functions including logarithmic and exponential functions, zeros of polynomials, and systems of equations and inequalities.

MATH A112 **Precalculus Mathematics II. (3)** (Prereq: By placement, or MATH A108 with a C or better, or departmental permission; may be taken concurrently with but not before MATH A111) Topics in trigonometry specifically needed for MATH A141, A142, A241: trigonometric functions and their applications. Includes the study of complex numbers, vectors, and polar coordinates.

MATH A122 **Survey of Calculus with Applications. (3)** (Prereq: By placement, or MATH A108 with a C or better, or departmental permission). An intuitive approach to the concepts and applications of differential calculus through the study of rates of change and their interpretations, using data-driven, technology-based modeling. Topics include linear, quadratic, cubic, exponential, and logistic models for discrete data; rates of change; calculating derivatives; interpreting derivatives as rates of change; relating first and second derivatives to graphs; and optimization. (Not intended for those who plan to take more than one calculus course).

MATH A135 **Applied Math Seminar. (1)** A brief introduction, using case studies, to show how applied mathematics is used in government and industry.

MATH A141 **Calculus I. (4)** (Prereq: by placement, consent of the department, or MATH A111 and MATH A112 with a C or better). Differential calculus and introductory integral calculus concepts and skills needed for the successful study of upper-level science, mathematics, and engineering courses. Topics include limits and continuity, derivatives of the fundamental functions, differentiation rules, applications of derivatives, and an introduction to definite integrals. The course has 5 contact hours per week.

MATH A142 **Calculus II. (4)** (Prereq: MATH A141 with a C or better or consent of the department). This course covers integral calculus and infinite series concepts

and skills beyond those dealt within MATH A141 (Calculus I) that are needed for the successful study of upper-level science, mathematics, and engineering courses. Topics include: substitution methods for indefinite and definite integrals, applications of definite integrals including finding solid volumes, arc lengths, surface areas of revolution and simple applications in physics, separable differential equations, integration by parts, trigonometric substitutions and other techniques to deal with integrals of trigonometric functions and rational functions, improper integrals, sequences, infinite series, convergence and divergence of number series and power series, and Taylor series. The course has 5 contact hours per week.

MATH A170 **Finite Mathematics. (3)** (Prereq: By placement, or MATH A108 with a C or better, or departmental permission). Matrices, systems of linear equations, linear programming, permutations and combinations, elementary probability and statistics, mathematics of finance. (A student who earned credit for MATH 121 may not take MATH A170 for credit.)

MATH A174 **Discrete Mathematics for Computer Science. (3)** (Prereq: By mathematics placement above MATH A111, completion of either MATH A111 or MATH A122 with a C or better, or departmental permission) Basic mathematics needed for the study of computer science: Propositions and predicates; mathematical induction, sets, relations, boolean algebra, automata, grammars and languages, computable functions.

MATH A221 **Basic Concepts of Elementary Mathematics I. (3)** The meaning of numbers, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary education, early childhood education, or others pursuing add-on certification in elementary education. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood or special education programs. MATH A221 and MATH A222 may be taken in any order.

MATH A222 **Basic Concepts of Elementary Mathematics II. (3)** (Prereq: By placement, C or better in MATH A108 or departmental permission) Informal geometry and basic concepts of algebra open only to students in elementary education, early childhood education, or others pursuing add-on certification in elementary education. This course cannot be taken for general education mathematics credit by students who are not graduating in the elementary, early childhood, or special education programs. MATH A221 and MATH A222 may be taken in any order.

MATH A225 **Mathematical Software. (3)** (Prereq: CSCI A145 with a C or better and MATH A142 with a C or better) Introduction to the use of mathematical software packages and other computer algebra systems in applied mathematics, engineering, and statistics.

MATH A241 **Calculus III. (4)** (Prereq: MATH A142 with a C or better or consent of the department) This course introduces geometry of the space and concepts, techniques, and applications of multivariable calculus. Topics include vectors, scalar and vector products, lines and planes, vector functions, partial derivatives, chain rules, directional derivatives and gradients, tangent planes and normal lines, total differentials, multiple integrals, iterated integrals, change of variable, and polar and spherical coordinates. Other related topics on integrals will be covered as time permits.

MATH A242 **Ordinary Differential Equations. (4)** (Prereq: MATH A142 with a C or better or departmental permission) First order and linear higher order ordinary differential equations, systems of equations, Laplace transforms.

MATH A325 **Advanced Mathematical Programming.** (3) (Prereq: MATH A225 with a C or better) This course emphasizes the use of mathematical software packages to implement and solve complex (linear, discrete, and continuous) mathematical models. Assessment of the validity of these models using real-world data will also be discussed.

MATH A344 **Linear Algebra for Computer Science and Engineering.** (3) (Prereq: MATH A122 or MATH A141 with a C or better) This course introduces preliminary concepts and basic computational techniques of linear algebra that are important to science and to different branches of computer science and engineering. Contents include vector spaces, linear transformations and matrices, determinants, systems of equations, inversion, matrix decomposition, and other topics applicable to computer science and engineering.

MATH A399 **Independent Study. (3-9)** (Prereq: consent of instructor)

MATH A420 **History of Mathematics. (3)** (Prereq: MATH A142 and MATH A174 with grades of C or better or consent of instructor) A survey of the development of mathematics from ancient times to the present with emphasis on the development of algebra, geometry, and calculus, and the contributions of mathematics to advances in science and technology.

MATH A492 **Topics in Mathematics.** (3 each) (Prereq: Consent of instructor) Study of selected mathematical topics. To be offered as a lecture course on a “demand basis” only.

MATH A503 **Geometry for Middle and High School Mathematics Teachers (3)** (Prereq: By examination placement above MATH A112, or a C or better in MATH A221 or MATH A222, or by a C or better in MATH A111 and MATH A112, or consent of instructor). Topics include methods of proofs, concepts and selected theorems of Euclidean geometry with a concentration on proofs/problem-solving using geometric concepts with selected software. Open only to Education majors.

MATH A518 **Industrial Mathematics I. (3)** (Prereq: MATH A174, MATH A544, and STAT A509 with grades of C or better) The construction of mathematical models for applied problems using discrete mathematics and statistics. This course emphasizes the use of advanced mathematical methods for the solution of “real world” problems arising from an industrial setting.

MATH A519 **Industrial Mathematics II. (3)** (Prereq: MATH A242 and MATH A544 with grades of C or better) The construction of mathematical models for applied problems in terms of ordinary and partial differential equations. This course emphasizes the use of

advanced mathematical methods for the solution of “real world” problems arising from an industrial setting.

MATH A531 **Foundations of Geometry. (3)** (Prereq: MATH A241 with a C or better or consent of department) The study of geometry as a logical system based upon postulates and undefined terms. The fundamental concepts of Euclidean geometry developed rigorously on the basis of a set of postulates. Some topics from non-Euclidean geometry.

MATH A544 **Linear Algebra. (3)** (Prereq: MATH A241 with a C or better or consent of department) Vector spaces, linear transformations and matrices, determinants. Systems of equations, inversion, characteristic equations, eigenvectors, eigenvalues, Cayley-Hamilton theorem, quadratic forms, Jordan and rational forms, functions of matrices.

MATH A546 **Introduction to Algebraic Structures. (3)** (Prereq: MATH A241 and MATH A174 with grades of C or better, or departmental permission) Sets, mappings, equivalence relations. Elementary properties of semi-groups, groups, rings, fields.

MATH A547 **Number Theory and Cryptography. (3)** (Prereq: MATH A174 and CSCI A285) This course is an introduction to Number Theory, Computational Number Theory, and the mathematical foundations of cryptography (classical cryptography; public key cryptography; cryptosystems; cryptographic protocols). Topics to be selected from include: divisibility; primes and their distribution; primarily testing; factorization and factorization algorithms; Euclidean algorithm, linear representation of greatest common divisor; congruences; quadratic reciprocity; computations with large integers (FFT); Euler’s Theorem; primitive roots; arithmetic functions; Moebius inversion; zeta functions; introduction to cryptography; cryptographic communications; Cryptanalysis Techniques and protocols.

MATH A548 **Elliptic Curve Cryptography. (3)** (Prereq: MATH A546 and A547) This course introduces the theory of group rules operations on elliptic curves with applications to cryptography; elliptic curves over finite fields, rational numbers, real and complex numbers; elliptic curve-based cryptosystems, digital signatures, and factorization methods. It covers the use of elliptic curve cryptography (ECC) in advanced cryptographic protocols, including Zero-Knowledge Proofs (ZKPs) and Secure Multi-Party Computation (MPC). It also covers practical aspects of ECC, including countermeasures against side-channel attacks to prepare students for real-world applications.

MATH A550 **Advanced Multivariable Calculus. (3)** (Prereq: MATH A241 with a C or better or consent of instructor) Vector calculus of n-variables; implicit and inverse function theorems; extremum problems; Lagrange multipliers; Taylor series; Jacobians; multiple integrals; line integrals; vector fields; surface integrals; theorems of Green, Stokes, and Gauss.

MATH A552 **Complex Variables. (3)** (Prereq: MATH A241 with a C or better). Complex integration, calculus of residues, conformal mapping, Taylor and Laurent series expansions, applications.

MATH A554 **Introduction to Analysis. (3)** (Prereq: MATH A241 with a C or better) Theory of functions of one variable; limits; continuity; differentiation, integration; Taylor series; power series; sequences and series of functions.

MATH A590 **Math/CS Capstone Seminar. (3)** (Prereq: Senior standing in Math/CS, Industrial Math or Math Ed major, or consent of the department). Intended primarily for math/CS majors, industrial math majors, and math ed majors. Each student is required to do an in-depth study of some topic to be presented orally and in writing in class, and to participate in the discussion and debate of topics presented by other students. Topics will be tied together under a common theme chosen by the faculty.

MATH A591 **Capstone II. (3)** (Prereq: MATH A590 with a C or better) Continuation of MATH A590. In MATH A591 students will conclude and present the in-depth study or research project started in MATH A590.

Statistics (STAT)

STAT A201 **Elementary Statistics. (3)** (Prereq: MATH A108 with a C or better, or consent of the department). An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics,probability, sampling, tests of hypotheses, estimation, simple linear regression, and correlation. To give students throughout the university a non-calculus-based introduction to the application of modern statistical methods including descriptive and inferential statistics. Appropriate technology will be used to support the course. Primarily for students in fields other than mathematics who need a working knowledge of statistics. (Four hours per week typically divided into two hours of lecture and two hours of collaborative learning, discussion, and exploratory activities.)

STAT A509 **Statistics. (3)** (Prereq: MATH A141 or MATH A122 with a C or better, or consent of the department).). Basic probability and statistics with applications. Data collection and organization, elementary probability, random variables and their distributions, estimation and tests of hypotheses, linear regression and correlation, analysis of variance, applications, and use of a statistical package.

STAT A510 **Statistical Quality Assurance. (3)** (Prereq: C or better in STAT A509) Basic graphical techniques and control charts. Experimentation in quality assurance. Sampling issues. Other topics include process capability studies, error analysis, estimation, and reliability.

Department of Exercise and Sports Science

Dr. Andrew G. Hatchett, *Department Chair*

Faculty

Professor

- Andrew Hatchett, Ph.D. - Exercise Science
- Brian Parr, Ph.D. - Exercise Science

Assistant Professor

- George Grieve, Ph.D. - Exercise Science

Senior Instructors

- Jami Craps, M.Ed. - Education Administration
- Patrick Gélinas, M.S. - Kinesiology and Applied Physiology

Adjunct Faculty

- Jacob Bodkin, M.S. - Exercise Science
- Nicholas Marshall, Ph.D. - Materials Chemistry
- Mila Padgett, M.S. - Exercise Science
- Adam Pazda, Ph.D. - Psychology
- Mark Tatusko, B.A. - Communication

Distinguished Professor Emeritus

- Christopher DeWitt, Ph.D. - Exercise Science

Department Mission Statement

The mission of the University of South Carolina Aiken Department of Exercise and Sports Science is to provide quality classroom, laboratory, and applied educational experiences for undergraduate students pursuing a broad spectrum of exercise-related employment and future scholastic opportunities. In teaching, we utilize a student-centered learning environment where students are engaged in an atmosphere of critical inquiry. In addition to general education and core courses, students are required to select an area of specialization in applied exercise science or allied health science designed to prepare them to meet the standards for employment or future scholastic goals in one of the two areas.

Admission Criteria

All courses in the core requirements and concentration require C grade or higher. To be eligible for a course, the exercise and sports science student must complete all course prerequisite requirements, as delineated in this bulletin.

Applied Exercise Science Concentration

The completion of the degree requirements for the Exercise and Sports Science major with a concentration in Applied Exercise Sciences requires 120 total credit hours.

Allied Health Science Concentration

The completion of the degree requirements for the Exercise and Sports Science major with a concentration in Allied Health requires 120 total credit hours.

Technological Literacy in Exercise and Sports Science

To meet the requirement of computer competency, exercise and sports science majors are required to successfully complete EXSC A311, A323L, A423L, and A424.

Exercise and Sports Science Major Fee

The University of South Carolina Aiken will collect a major fee for each semester that the student is enrolled as an Exercise and Sports Science major.

For more information on the Department of Exercise and Sports Science, see our home page at https://www.usca.edu/academics/programs/undergraduate/exercise-sports-science/.

Bachelor of Science
Major in Exercise and Sports Science

Concentrations:

Allied Health Science

Applied Exercise Science

Total credit hours required: 120

Allied Health Science Concentration

1. General Education Requirements 31-32

- CHEM A101 or A111 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A111 or A122 or A141 3-4
- PSYC A101 3

See full requirements on page 33.

2. College Requirements 15

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

3. Program Requirements[1] 71

A. Core Courses: 56

- BIOL A243 4
- BIOL A244 4
- EXSC courses: 27

  A198, A201, A203, A211, A221, A225, A337, A440, A441
- PSYC A310 3
- PSYC A320 3
- PUBH A201 3
- PUBH A405 6

- SOCY A201 3
- SPAN A112 3

B. Electives in Allied Health[2] 15

4. Free Electives (min.) 2-3

TOTAL hours required (min.) 120

[1] Must earn a C or better.

[2] Allied Health Science elective courses are additional upper level (300 and above), beyond the specified courses, in Exercise and Sports Science or with departmental permission.

Applied Exercise Science Concentration

1. General Education Requirements 31-32

- CHEM A101 or A111 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A111 or A122 or A141 3-4
- PSYC A101 3

See full requirements on page 33.

2. College Requirements 15

Students in the College of Sciences & Engineering will complete a minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

3. Program Requirements[1] 74

A. Core Courses: 67

- BIOL A243 4
- BIOL A244 4
- EXSC courses: 49

  A1XX (activity course), A198, A201, A203, A211, A221, A225, A239, A311, A321, A323, A323L, A337, A423, A423L, A424, A440, A441, A458
- PHYS A201 4
- SPAN A112 3
- STAT A201 3

B. Electives in Applied Exercise Science[2] 7

4. Free Electives (min.) 2-3

TOTAL hours required (min.) 120

[1] Must earn a C or better.

[2] Applied Exercise Science elective courses are additional upper level (300 and above), beyond the specified courses, in Exercise and Sports Science or with departmental permission.

Course Descriptions

Exercise and Sports Science (EXSC)

The 100-192 series are activity courses that focus on the comprehension of principles and techniques, skill development, and regular activity participation as a means of promoting lifelong physical fitness. In a given semester, students may enroll in only one section of a specific activities topic.

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

Any student taking an activity course in the Wellness Center or Natatorium will be required to pay any associated fees as adopted by the Campus/Board of Trustees. Please refer to the University's fee schedule for additional details.

EXSC A101 **Conditioning I. (1)** An introduction to the principles and techniques of cardiovascular training.

EXSC A102 **Conditioning II. (1)** (Prereq: EXSC A101 or permission of the instructor) Advanced concepts and programming in cardiovascular training.

EXSC A106 **Weight Training I. (1)** An introduction to the principles and techniques of weight training.

EXSC A107 **Weight Training II. (1)** (Prereq: EXSC A106 or permission of instructor) Advanced concepts and programming in weight training.

EXSC A110 **Beginning Golf. (1)** An introduction to the rules and fundamental skills of golf. Equipment available if needed. Golf range fee.

EXSC A111 **Intermediate Golf. (1)** (Prereq: EXSC A110 or permission of instructor) Further refinement of the golf skills. Equipment available if needed. Golf range fee.

EXSC A112 **Advanced Golf. (1)** (Prereq: EXSC A111 or permission of instructor) Development of advanced golf skills and strategies. Equipment available if needed. Golf range fee.

EXSC A116 **Beginning Tennis. (1)** An introduction to the rules and fundamental skills of tennis. Equipment available if needed.

EXSC A117 **Intermediate Tennis. (1)** (Prereq: EXSC A116 or permission of instructor) Further refinement of fundamental tennis skills and introduction of more advanced skills and strategies. Equipment available if needed.

EXSC A118 **Advanced Tennis. (1)** (Prereq: EXSC A117 or permission of instructor) Advanced skill development and strategies for the game of tennis. Equipment available if needed.

EXSC A120 **Aerobics I. (1)** An introduction to the principles and techniques of aerobic dance.

EXSC A121 **Aerobics II. (1)** (Prereq: EXSC A120 or permission of instructor) Advanced concepts, techniques, and programming in aerobic dance.

EXSC A123 **Step Aerobics I. (1)** An introduction to the principles and techniques of step aerobics.

EXSC A124 **Step Aerobics II. (1)** (Prereq: EXSC A123 or permission of instructor) Advanced concepts, techniques and programming in step aerobics.

EXSC A140 **Beginning Swimming. (1)** An introduction to the

fundamental skills of swimming and pool safety. (Can obtain American Red Cross Beginning and Advanced Beginning swimming certifications).

EXSC A141 **Intermediate Swimming. (1)** (Prereq: EXSC A140 or permission of instructor) Refinement of the American Crawl or freestyle stroke and introduction of more advanced swimming strokes and skills. (Can obtain American Red Cross Intermediate swimming certification).

EXSC A142 **Advanced Swimming. (1)** (Prereq: EXSC A141 or permission of instructor) Refinement of all basic swimming strokes and emphasis on lap swimming. (Can obtain American Red Cross Advanced swimming certification).

EXSC A143 **Lifeguard Training. (1)** (Prereq: Meet standards set by American Red Cross) Development of the knowledge and skills necessary to be a competent lifeguard. (Can obtain American Red Cross Lifeguarding certification).

EXSC A190 **Special Topic. (1)** Unique physical activities offered according to student interest.

EXSC A191 **Yoga. (1)** This course provides the student with an introduction to the principles, techniques, and active practice of yoga.

EXSC A192 **Self Defense for Women. (1)** This course provides the student with an introduction to the principles, techniques, and active practice of self-defense for women.

EXSC A198 **Foundations in Exercise and Sports Science. (3)** An introduction to the field of exercise and sports science. The course provides an overview of the scope, history, principles, research issues, professional organizations and publications, and other current information important to professionals interested in this field.

EXSC A200 **Foundational Skills in Exercise Science. (1)** This course provides a comprehensive exploration of the essential calculations and quantitative methods required for success in exercise science. Through practical problem-solving, students will develop a deep understanding of key mathematical concepts applied to biomechanics, exercise physiology, nutrition, and performance analysis. The course emphasizes the application of data analysis in fitness assessments, energy expenditure, nutrition planning, and exercise programming.

EXSC A201 **Medical Terminology. (3)** This course covers the meaning, spelling, and pronunciation of medical terms. Medical terms are dissected into roots, prefixes, and suffixes.

EXSC A202 **Professional Development in Exercise Science. (2)** (Prereq: EXSC A198) This course examines career development in Exercise Science, emphasizing professional certifications, graduate education, and continuing professional growth. Students will explore research and evidence-based practice in clinical and applied health and fitness settings while defining expectations as students, trainees, and professionals. Through self-assessment and goal setting, they will identify strengths and areas for improvement in key career competencies. Additional topics include resume building, networking, and interview preparation to enhance professional readiness.

EXSC A203 **CPR and First Aid. (1)** The study and practice of early emergency care procedures, including cardiopulmonary resuscitation and basic first aid, from which a nationally recognized certification can be obtained.

EXSC A204 **Group Exercise Fitness Training Instructor Certification. (3)** This certification course prepares students to practice as a Group Exercise Fitness Instructor. WITS (World Instructor Training School) is the certifying agency for this certification. The course includes classroom learning and practical lab application. Topics include the foundation of teaching fitness classes in a group environment, including presentation skills, voice projection, class management, safety, motivation, anatomy, biomechanics, exercise physiology, equipment usage, special populations, and legal issues. Each student will prepare and sit for a 100-question written certification exam as well as a 30-minute practical exam.

EXSC A205 **Injury & Prevention Taping Techniques. (3)** This course is designed to provide participants with the essential knowledge and skills to effectively apply medical tape for various injuries. Participants will learn proper taping techniques for common athletic injuries, such as ankle sprains, knee injuries, and wrist sprains. The course will cover the principles of taping, including the use of different types of tape application methods, and post-taping care.

EXSC A211 **Metabolism for Health and Movement. (3)** (Prereq: CHEM A101 or A111) The study of human metabolism relating to health, physical activity, and exercise performance. This course provides an overview of nutrition, biochemistry, and energy balance as it relates to health, chronic disease, weight control, and responses and adaptations to exercise.

EXSC A221 **Fundamentals of Human Functional Anatomy. (3)** (Prereq: EXSC A198) An introduction to the skills necessary to investigate the structure and function of the major systems of the human body, with specific consideration given to the needs of students in the exercise and health science related fields. Specifically, functional anatomy of the musculoskeletal, cardiovascular, respiratory, nervous, endocrine, and digestive systems will be explored.

EXSC A225 **Introduction to Injury Management. (3)** An introduction to the athletic training profession, including basic concepts of epidemiology of athletic injuries, pharmacology, protective devices, emergency care, and nutrition.

EXSC A239 **Fitness Assessment and Exercise Leadership. (3)** (Prereq: departmental permission) The study of the theory, skills, and assessment of cardiorespiratory fitness, body composition, muscular strength, muscular endurance, and flexibility as well as exercise leadership for the improvement of these components of health-related physical fitness. Emphasis is placed on the development of skills for fitness assessment and exercise leadership.

EXSC A311 **Nutritional Aspects of Health, Fitness, and Sports Performance. (3)** (Prereq: C or better in BIOL A244 and CHEM A101 or A111) The study of nutrition as it impacts health, fitness, and sports performance. Particular emphasis is given to basic

nutrition, diet analysis, weight control, special diets, eating disorders, and the use of ergogenic aids in sports.

EXSC A321 **Anatomical and Biomechanical Kinesiology. (3)** (Prereq: C or better in BIOL A244) The study of the anatomical and mechanical principles governing human motion, with emphasis placed on the ability to analyze human movement utilizing these principles.

EXSC A322 **Personal Training Certification** (3) (Prereq: EXSC A239 with a C or better or departmental permission) This certification course prepares students to practice as a professional Personal Fitness Trainer. WITS (World Instructor Training School) is the certifying agency for this certification. The course includes classroom learning and practical lab application. Topics include anatomy; biomechanics; exercise physiology; fitness testing and health assessment; nutrition; exercise prescriptive; equipment usage; special populations; and legal and safety issues. Each student will prepare and sit for a 100-question written certification exam as well as a 30-minute practical exam.

EXSC A323 **Exercise Physiology. (3)** (Prereq: Grades of C or better in BIOL A244 and EXSC A239; Coreq: EXSC A323L) The study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory, and nervous systems.

EXSC A323L **Exercise Physiology Laboratory. (1)** (Prereq: Grades of C or better in BIOL A244 and EXSC 239; Coreq: EXSC A323) Laboratory experiences related to exercise physiology, including a variety of fitness assessments.

EXSC A328 **Electrocardiography. (3)** (Prereq: C or better in BIOL 244) An introduction to basic concepts of electrocardiography, including cardiac electrophysiology, lead systems, and interpretation of rhythm strips and 12-lead electrocardiograms.

EXSC A337 **Health and Behavior Change. (3)** (Prereq: C or better in PSYC A101 or department permission) An overview of how the social and behavioral sciences contribute to primary prevention in the rapidly expanding field of health behavior. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in health practice as well as the ability to measure key theoretical constructs. The course includes training regarding the translation of research findings into the health practice.

EXSC A401 **Management of Fitness Related Programs. (3)** (Prereq: C or better in EXSC A198) The study of management issues associated with fitness, clinical, and athletic training-related facilities. Emphasis is placed on administrative philosophy, programming, facility design and usage, equipment selection, operational policies and procedures, liability concerns, and other related aspects.

EXSC A423 **Exercise Testing. (3)** (Prereq: Grades of C or better in EXSC A323, A323L, and A328; Coreq: EXSC A423L) A study of the various methods and procedures utilized to screen and test persons for their level of cardiovascular fitness. Field tests and laboratory assessments will be considered, as well as the appropriateness of various evaluation tools for persons with differing levels of fitness and special conditions.

EXSC A423L **Exercise Testing Laboratory. (1)** (Prereq: Grades of C or better in EXSC A323, A323L, A328; Coreq: EXSC A423) Laboratory experiences in submaximal and maximal exercise testing. Required laboratory supplies must be purchased from the USC Aiken Bookstore.

EXSC A424 **Exercise Prescription. (3)** (Prereq: Grades of C or better in EXSC A311, A423, and A423L) A study of the concepts and procedures necessary to develop appropriate exercise prescriptions for various populations and fitness levels. Compliance, risk of injury, and other specific programming issues will also be addressed. Case studies are utilized to assist in application of information.

EXSC A425 **Clinical Exercise Physiology. (3)** (Prereq: EXSC A323, EXSC A323L with a C or better) This is an advanced undergraduate course designed to provide students with an understanding of exercise physiology for clinical populations. Topics include the pathophysiology, medical treatment, and lifestyle management of chronic cardiac, pulmonary, metabolic, and neuromuscular diseases. Particular emphasis is placed on the role of exercise in the prevention and treatment of these conditions. Other topics such as weight control, physical activity, dietary modification, smoking cessation, and stress management will be discussed as they relate to current professional standards. This course is designed to prepare students for American College of Sports Medicine (ACSM) and other clinical certifications.

EXSC A426 **Fitness and Performance Coaching. (4)** (Prereq: EXSC A198, EXSC A239, EXSC A321 with a C or better) This course is designed to prepare students to coach fitness and performance programs in athletic, recreational, and physical education environments. This course involves students refining and applying techniques pertinent to fitness and performance, including screening, mechanical analysis, coaching cues, movement modification strategies, programming, nutrition, and recovery. This course prepares students for certifications consistent with professional standards.

EXSC A427 **Strength and Conditioning Periodization and Program Design. (3)** (Prereq: EXSC A426) Sport-specific program design and facilitation for athletes in field, strength, and endurance sports. Special emphasis on needs analysis, periodization, energy balance, and injury prevention. Based upon competencies required for the NSCA CSCS certification.

EXSC A436 **Applied Health Program Design. (3)** (Prereq: PSYC A101, COMM A201 or A241, Junior or Senior standing) An exploration of motivational strategies, health education, and behavior change theories necessary for supporting the creation and sustenance of improved health. Emphasis is placed on the use of individualized approaches with the encouragement of self-awareness, active learning processes, and self-monitoring of behaviors. A combination of lecture, peer-coaching exercises, and case study analysis are employed to create practical, real-world experiences.

EXSC A439 **Internship in Health and Fitness Management. (3-12)** (Prereq: Grades of C or better in EXSC A423 and EXSC A423L) A supervised internship

in a health and fitness-related area which utilizes knowledge and skills from prior major courses to provide experience in a relevant professional setting. The Health and Fitness Management internship is designed to prepare students for certifications and careers in health and fitness, strength and conditioning, clinical exercise science, and community sports and recreation. (Contract required)

EXSC A440 **Topics in Allied Health. (3)** (Prereq: Grades of C or better in EXSC A323 and A323L) This topics course provides information in areas such as nuclear medicine, sonography (both rest and exercise), respiratory therapy, physical therapy assistant (PTA), occupational therapy assistant (OTA), cardiac rehabilitation, athletic training, dietetics, personal training, and other select exercise, education, and therapeutic allied health-related areas. The course uses a format where a significant magnitude of critical inquiry and participation is expected of the student.

EXSC A441 **Field Experience in Allied Health. (3)** (Prereq: Grades of C or better in EXSC A201, A423, A423L, and A440 or consent of the Department Chair) This course provides the student with a supervised field experience in an allied health-related area (140 contact hours) that brings together information learned from all prior major courses. [An Independent Study Contract is required. This contract will insure the reservation of these select field experiences for students seeking an allied health experience in areas such as nuclear medicine, sonography (both rest and exercise), respiratory therapy, physical therapy assistant (PTA), occupational therapy assistant (OTA), cardiac rehabilitation, athletic training, dietetics, personal training, and other select exercise, education, and therapeutic allied health-related areas. The contract will preclude registration by students from one of the other exercise and sports science concentrations. Signatures will be required from a member of the Exercise and Sports Science Allied Health Concentration Committee and from the Department Chair.]

EXSC A458 **Research Methods in Exercise and Sports Science. (3)** (Prereq: Grades of C or better in EXSC A323 and A323L, with satisfactory completion of a statistics course) An exploration of the fundamental concepts of research design, data collection, and data analysis. This class involves students in the development and presentation of a research proposal including the introduction, review of literature and methods. Students who earned credit for EXSC A359 may not earn credit for EXSC A458.

EXSC A459 **Research Topics in Exercise and Sports Science. (3)** (Prereq: C or better in EXSC A458) Exploration of research topics in different aspects of exercise science. The course is designed to familiarize students with current issues and research in exercise science. Students will read and discuss literature relevant to exercise and sports science.

EXSC A499 **Senior Research in Exercise and Sports Science. (3)** (Prereq: C or better in EXSC A458 and permission from the instructor) Independent study research project in exercise and sports science. Students will work directly with a faculty mentor to collect and analyze data, write a manuscript, and present the results in written and/or oral form. This course could substitute for EXSC A459 or count toward basic science concentration science electives. (Contract required)

EXSC A599 **Current Topics. (1-3)** (Prereq: specific to course offering) An in-depth study of current topics drawn from the literature or from practice. (Offered by student demand)

Department of Psychology

Dr. Jane A. Stafford, *Department Chair*

Faculty

Professors

- Maureen H. Carrigan, Ph.D. - Clinical Psychology - *Director, Psychology Graduate Program*
- Adam Pazda, Ph.D. - Social Psychology
- Jane A. Stafford, Ph.D. - Clinical Psychology
- Laura Swain, Ph.D. - Psychology/Cognitive Neuroscience

Associate Professors

- Bridget O'Connor Cho, Ph.D - Clinical Psychology
- Brianne Coulombe, Ph.D. - Developmental Psychology
- Alexandra Roach, Ph.D. - Psychology/Cognitive Neuroscience

Assistant Professors

- Brianna Richmond, Ph.D. - Social Psychology
- Mary Moussa Rogers, Ph.D. - Clinical Psychology
- Kayla Scamaldo, Ph.D. - Clinical Psychology

Distinguished Professors Emeriti

- Thomas L. Boyd, Ph.D. - Psychology
- Edward J. Callen, Ph.D. - Psychology
- Anne Ellison, Ed.D. - Psychology
- O. Joseph Harm, Ph.D. - Psychology
- William J. House, Ph.D. - Psychology
- Keri A. Weed, Ph.D - Psychology

Department Mission Statement

The mission of the University of South Carolina Aiken Department of Psychology is to educate students in the knowledge, research techniques, and basic and applied perspectives of the various subfields of psychology in an individualized learning environment.

Psi Chi

The Psychology Department sponsors a campus chapter of Psi Chi. Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.

Technological Literacy in Psychology

To meet the requirement of computer competency, psychology majors are required to successfully complete PSYC A326, Psychological Statistics Laboratory, and PSYC A328, Method and Design in the Behavioral Sciences.

Attendance Policy

Each faculty member in the Department of Psychology will establish the attendance policy for his/her own classes and will include that policy in the course syllabus.

Curriculum

To be awarded the Bachelor of Science degree with a major in psychology, the students must complete the University General Education Requirements and the College Requirements. Cognate or minor requirements must be selected from humanities, social and behavioral sciences, natural/physical sciences, mathematics, and/or business courses. The cognate courses must be selected from specific upper-level courses in related areas and must be approved by the student's advisor. Psychology A101 must be completed toward fulfillment of the Social and Behavioral Sciences general education requirement.

All psychology majors are required to take four core courses: Psychology A325, A326, A328, and A340; one developmental, one clinical and one neuroscience course (see options), two lab courses, and the Reflective Capstone Experience in Psychology (PSYC A499) in their Junior or Senior year. Students planning to do graduate work should take as many of the 300-400-level courses as possible. Psychology students may take up to six hours of courses in PSYC A398, A498 or A501, A598 for major credit.

Students may not count more than 60 hours of psychology courses toward the 120 hours required for the baccalaureate degree. At least 12 hours of the required upper-level (300 and above) major credit for the Psychology B.S. must be earned in courses taken in the USC Aiken Psychology program.

Students seeking a bachelor's degree in the Department of Psychology must have a C or better in each major course in order for that course to count toward major credit. Courses in which a grade of less than C is made may be repeated. The basic requirements include the cognate or minor. The cognate is a minimum of 12 hours with grades of C or better of course work which support the major. The cognate must be selected from specific upper-level courses in related areas and must be approved by the student's advisor. However, it is the student's responsibility to plan a suitable course of study for his/her goals and to consult frequently with a major advisor as to the selection of courses. Requirements for a minor are specified within the department offering it. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work.

Bachelor of Science
Major in Psychology

Total credit hours required: 120

1. General Education Requirements..... 31

- COMM A201 or A241 3
- ENGL A101..... 3
- ENGL A102..... 3
- HIST A101 or A102..... 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A102, A108 or higher..... 3
- Natural Sciences (with lab)..... 4
- PSYC A101[1] 3

See full requirements on page 33.

2. College Requirements..... 15

Students in the College of Sciences & Engineering will complete a

minimum of 15 total credit hours from three or more areas: Humanities, Fine Arts, Math/Stats/Logic, Natural Science, Social/Behavioral Science, and Foreign Languages.

3. Program Requirements[1,2] 38

- PSYC A325, A326, A328 8
- One Developmental Psychology course selected from: 3
  PSYC A310, A405, A410, A415
- PSYC A340 Social Psychology 3
- One Clinical Psychology course selected from: 3
  PSYC A320, A425, A460
- One Neuroscience course selected from: 3
  PSYC A370, A470
- Two lab courses above 300 2
- Any five PSYC courses 300-level and above 15
- PSYC A499 Reflective Capstone Experience 1

4. Cognate[1] or Minor[1] 12-18

Cognate 12

Minor 18

5. Free Electives 18-24

TOTAL hours required (min.) 120

[1] Must earn a C or better.

[2] A maximum of 6 hours of either PSYC A398, A498, A501, and A598 may be used for Psychology major credit.

Minor in Neuroscience

Category 1: Core Courses[1] 4

- BIOL A367 Neurobiology 4
  - or PSYC A470 Neuroscience 3
    and PSYC A471 Neuroscience Lab 1
  - or PSYC A370 Cognitive Neuroscience 3
    and PSYC A371 Cognitive Neuroscience Lab 1

Category II: Molecular and Cellular Basis of Neuroscience[1] 3-11

- BIOL A302 Cell and Molecular Biology 4
- BIOL A330 Fundamentals of Microbiology 4
- BIOL A340 Virology 4
- BIOL A350 Fundamental Genetics I 3
- BIOL A360 Animal Physiology 4
- BIOL A367 Neurobiology 4
- BIOL A502 Eukaryotic Cellular and Molecular Biology 3
- BIOL A540 Cancer Biology 3
- BIOL A541 Principles of Biochemistry 4
- BIOL A542/CHEM A550 Advanced Biochemistry 4
- BIOL A550 Immunology 3
- CHEM A331 Organic Chemistry I 3
- CHEM A331L Organic Chemistry I Lab 1
- CHEM A332 Organic Chemistry II 3
- CHEM A332L Organic Chemistry II Lab 1
- CHEM A550/BIOL A542 Advanced Biochemistry 4
- PSYC A375 Neurobiology of Stress 3
- PSYC A470 Neuroscience 3
- PSYC A471 Neuroscience Lab 1
- PSYC A475 Psychopharmacology 3

Category III: Systems in Neuroscience[1] 3-11

- BIOL A366 Animal Behavior 4
- BIOL A418 Comparative Vertebrate Anatomy 4
- BIOL A510 Developmental Biology 4
- EXSC A321 Anatomical and Biomechanical Kinesiology 3
- EXSC A323 Exercise Physiology 3
- EXSC A323L Exercise Physiology Laboratory 1
- EXSC A425 Clinical Exercise Physiology 3
- EXSC A459 Research Topics in Exercise and Sports Sci 3
- PSYC A360 Cognitive Psychology 3
- PSYC A361 Cognitive Psychology Lab 1
- PSYC A365 Brain Disease/Disorders/Trauma 3
- PSYC A370 Cognitive Neuroscience 3
- PSYC A371 Cognitive Neuroscience Lab 1
- PSYC A450 Sensation and Perception 3
- PSYC A451 Sensation and Perception Lab 1
- PSYC A485 Stress and Coping 3
- PSYC A486 Stress and Coping Laboratory 1

Total hours required 18

[1] Must earn a C or better.

Minor in Psychology

Requirements[1]:

- Psychology A101 3
- One course selected from PSYC A310, A320, A330, A340 3
- One course selected from PSYC A350, A360, A370,A380, A450, A470 3
- Three courses from the 300-level or above 9

Total hours required 18

[1] Must earn a C or better.

Course Descriptions

Psychology (PSYC)

A C or better in Psychology (PSYC) A101 is a prerequisite for all courses unless otherwise specified.

PSYC A101 **Introductory Psychology. (3)** An introduction to the areas of the study of human behavior, theories and facts, research and application.

PSYC A298 **Introduction to Psychological Research. (1)** (Prereq: Grade of C or better in PSYC A101 and/or Departmental permission from the faculty member the student will be working with.) This course introduces students to psychological research through active participation in a faculty's research lab, with the goal of gaining exposure and hands-on knowledge about psychological research methods and topics. The nature of activities will depend on the faculty's research lab, and may include attending lab meetings, reading published literature, and minor involvement of data collection and/or analysis. A contract will be completed between the student and faculty member to determine parameters of goals and outcomes. May not be repeated, and may not be used for major credit.

PSYC A300 **History and Systems of Psychology. (3)** Introduction to the historical foundations of psychology, its influence on contemporary psychological thought, and the growth of psychology as a science. The course covers concepts of various schools of psychological thought and contemporary theoretical systems as they have evolved historically, including ideas expressed by philosophers, physiologists, and psychologists. Emphasis will be on the major systems (or schools) of psychology, namely structuralism, functionalism, behaviorism, psychoanalysis, and cognitive psychology within a broad context of both science and society. A consideration of how external events shaped the field and how science informs psychological practices will be discussed. The impact of various forms of diversity on the science and study of psychology will be covered.

PSYC A310 **Developmental Psychology. (3)** A survey of human development from conception through senescence, the description and explanation of changes resulting from maturation and environmental experiences.

PSYC A320 **Introduction to Psychopathology. (3)** A survey of the major types of behavior pathology, their determinants and therapeutic interventions.

PSYC A325 **Psychological Statistics (3)** (Prereq: C or better in MATH A102 or MATH A108, placement above MATH A108, or permission of instructor) An applied introduction to the analysis of data.

PSYC A326 **Psychological Statistics Lab. (1)** (Prereq or coreq: PSYC A325 or consent of instructor) Practice in the analysis of data using activity-based learning. Emphasis will be on the use of standard computer statistical analysis systems and the interpretation of results. Students will learn to access data files from the Internet for analysis. Required of all psychology majors. Optional for other majors. One three-hour laboratory per week.

PSYC A328 **Method and Design in the Behavioral Sciences. (4)** (Prereq: Grades of C or better in PSYC A325 and PSYC A326 or consent of instructor) A survey of the goals, problems, and methods of the contemporary study of behavior. Three lectures and three laboratory hours per week.

PSYC A330 **Personality Psychology. (3)** The major theoretical perspectives of normal personality development, structure, dynamics, assessment, and change.

PSYC A331 **Personality Assessment Laboratory. (1)** (Prereq: C or better in PSYC A325) (Prereq or Coreq: C or better in PSYC A326; PSYC A330) Practice in developing a measure of various personality traits and testing hypotheses that some traits are related to each other. One three-hour laboratory per week.

PSYC A335 **Psychology of Gender. (3)** This course surveys the biological, physiological, and sociocultural factors that influence the psychological understanding and socialization of genders.

PSYC A340 **Social Psychology. (3)** The study of interpersonal processes including topics such as conformity, attraction, altruism, aggression, prejudice, persuasion, and group dynamics.

PSYC A341 **Social Research Laboratory. (1)** (Prereq: C or better in PSYC A325; Prereq or coreq: C or better in PSYC A326; PSYC A340; or consent of instructor) Practice in measuring various psychosocial processes such as attitudes and social behaviors. One three-hour laboratory per week.

PSYC A345 **Legal Psychology. (3)** This course will explore the application of psychological principles to the various components of the U.S. legal system. Emphasis will be placed on both foundational and current research in legal psychology. Topics will include but are not limited to the following: The court system, evidence, legal responsibility, and legal decision making.

PSYC A346 **Legal Psychology Laboratory. (1)** (Prereq or Coreq: Grade of C or better in PSYC A326 and A345) Students will conduct applied research activities to become familiar with the various methodologies used in the field of legal psychology. Topics of interest include but are not limited to legal decision making, evidence, eyewitnesses, and courtroom procedures. One three-hour laboratory per week.

PSYC A350 **Principles of Learning and Behavior. (3)** An examination of classical and instrumental (operant) conditioning principles within classic and contemporary theoretical frameworks. Concepts such as habituation, reinforcement, punishment, aversive learning, extinction, memory, and biological constraints on learning will be addressed. The research focus will be on animal learning experiments, with relevance to the analysis of human behavior illustrated.

PSYC A351 **Principles of Learning and Behavior Laboratory. (1)** (Prereq: C or better in PSYC A325; Prereq or coreq: C or better in PSYC A326; PSYC A350; or consent of instructor) Practice in experimental techniques in the study of learning. One three-hour laboratory per week.

PSYC A360 **Cognitive Psychology. (3)** The psychology of thinking, including human memory, attention, cognition, and the executive functions that control our behavior.

PSYC A361 **Cognitive Psychology Laboratory. (1)** (Prereq: C or better in PSYC A325, PSYC A326, and PSYC A328; Prereq or coreq: C or better in PSYC A360; or consent of instructor) Hands-on practice in experimental techniques to measure cognitive phenomena, including attention, memory, and executive function. One three-hour laboratory per week.

PSYC A365 **Brain Diseases, Disorders and Trauma. (3)** An introduction to topics within the interdisciplinary fields related to neuroscience, with a focus on the disorders and diseases associated with the brain. Trauma-related (e.g. concussion) impacts on the brain are also discussed, as well as treatment and recovery.

PSYC A370 **Cognitive Neuroscience. (3)** Examination of theories and research of the neural bases of various cognitive functions, such as memory, attention, perception, and problem solving.

PSYC A371 **Cognitive Neuroscience Lab. (1)** (Prereq: C or better in PSYC A325; Prereq or coreq: C or better in PSYC A326; PSYC A370) Practice in the various behavioral and electrophysiological research methodologies in the study of the neural bases of cognitive functions. One three-hour laboratory per week.

PSYC A375 **Neurobiology of Stress. (3)** An examination of empirical research focusing on basic, translational, and clinical research of stress and its effect on the brain and behavior. Topics will include structural, physiological, and adaptive plasticity; pathophysiology of stress; acute and chronic stress; effects of stress on memory and cognition; stress-related neuropsychiatric disorders (depression, trauma, PTSD); and neuropsychopharmacology.

PSYC A380 **Motivation. (3)** The study of human behavior as it is determined by motives and emotions. An analysis of primary and learned motivators in the context of contemporary research and theory, with emphasis on the relationship of motives and emotions to the reward, punishment, and energization of behavior.

PSYC A381 **Motivation Laboratory. (1)** (Prereq: C or better in PSYC A325, PSYC A326, and PSYC A328; Prereq or coreq: C or better in PSYC A380 or departmental permission) Practice in the experimental techniques in the study of human motives and emotions. Students will develop methodological skills in the assessment and manipulation of the physiological, cognitive, and behavioral determinants of the motives and emotions. One three-hour laboratory per week.

PSYC A385 **Psychology of Prosocial Behavior and Community Engagement. (3)** This course surveys the development of prosocial behavior (i.e., behavior intended to benefit others) with an emphasis on community engagement via service-learning. Topics include the evolutionary and biological bases of prosocial behavior and its correlates, relational approaches to understanding moral and prosocial development, and the impact of prosocial behavior on individuals and communities.

PSYC A390 **Psychology of Culture and Diversity. (3)** A survey of the principles, theories, empirical research, and applications of psychology of culture and diversity. Topics covered include acculturation and immigration, racial/ethnic identity development, cultural and contextual influences on mental health, prejudice and privilege, cultural competence, and cultural humility. In addition to cognitive, developmental, social, and clinical psychology, diversity and cultural issues will be analyzed in the context of neuroscience.

PSYC A395 **Community Psychology (3)** This course provides a survey of the field of community psychology. This area of psychology is concerned with the scientific study of social problems and their solutions. This course will focus on topics such as ecological methods for researching the individual, systemic factors in the development of community wellbeing and mental health, and critical community problems (e.g., achievement gaps, poverty, child abuse).

PSYC A398 **Intermediate Psychological Research (1-3)** (Prereq: Grade of C or better in PSYC A101 and/or Departmental permission from the faculty member the student will be working with). This course incorporates intermediate-level involvement in on-going research taking place in the Psychology Department. The nature of activities will depend on the faculty's research lab, but should minimally incorporate the student as an active research assistant with involvement in the operation of the study (e.g. assisting with hands-on recruitment of participants, collection of data, analysis and organization of data, etc). A contract will be completed between the student and faculty member to determine the parameters of goals and outcomes as well as the grading rubric. A maximum of 6 hours of PSYC A398, A498, A501, or A598 may be used for Psychology major credit.

PSYC A400 **Psychology of the Exceptional Child. (3)** A study of the mentally, sensory, or physically handicapped or disabled child and the gifted/talented child; the characteristics, causes, needs and guidance of development. Stability and change in cognition, social behavior, and personality will be explored.

PSYC A405 **Infant and Child Psychology. (3)** Theories, methods, and substantive issues of development. Stability and change in cognition, social behavior, and personality will be explored.

PSYC A410 **Psychology of Adolescence. (3)** The intellectual, emotional and social development of adolescent individuals, challenges, and adjustments.

PSYC A415 **Adult Development. (3)** Intellectual, emotional, and social changes from young adulthood through death and dying. Life tasks relevant to young, middle, and old ages will be covered.

PSYC A420 **Behavior Modification. (3)** An introduction to methodological behaviorism including topics pertaining to behavioral change strategies, behavioral measurement, research designs, and interventions in treatment settings.

PSYC A421 **Behavior Modification Laboratory. (1)** (Prereq: C or better in PSYC A325; Prereq or Coreq: C or better in PSYC A326) Practice in the application of behavioral principles to alter human and animal behavior. Specific principles and techniques from operant conditioning and respondent conditioning will be used.

PSYC A425 **Childhood Psychopathology. (3)** (Prereq: C or better in PSYC A405, A410, or A425) An introduction to the field of abnormal child psychology and the associated major theories. Students will be exposed to the pathogenic process

(i.e. developmental sequence) of psychological disorders from early childhood to late adolescence. A major goal of the course is to promote critical thinking on major issues such as the genetic, biological, and environmental influences on behavior, emotions, and personality in conjunction with associated assessment, diagnostic, and treatment controversies.

PSYC A430 **The Psychology of Close Relationships. (3)** An examination of the major theoretical perspectives and current empirical findings in the study of close relationships, focusing on relationship development and maintenance with a particular emphasis on romantic relationships. Topics will include attraction, theories of love, relational processes (attachment and intimacy), common issues in relationships (miscommunication, jealousy, conflict, etc.), and relationships and health.

PSYC A435 **Judgment and Decision-Making. (3)** Human judgments and decisions are subject to a host of influences, such as cognitive heuristics, social influence, anchors, intuition, overconfidence, and faulty reasoning. This course will explore how these factors relate to decision-making processes based on empirical research findings. Real-world applications of decision-making research will be emphasized.

PSYC A436 **Judgment and Decision-Making Laboratory. (1)** (Prereq or coreq: Grade of C or better in PSYC A325, PSYC A326, and PSYC A328; Prereq or Coreq: Grade of C or better in PSYC A435) Hands-on practice in the experimental techniques used to study human judgment and decision-making. Students will develop methodological skills to test how variables such as social influence, cognitive heuristics, and loss aversion affect judgments and decisions. One three-hour laboratory per week.

PSYC A440 **Psychological Testing and Measurement. (3)** An overview and application of psychological tests and measurement techniques. This course will emphasize test construction and psychometric properties of psychological tests, including measure of behavior, personality, intelligence, and aptitude. This course will also cover general ethical, and applied issues of testing.

PSYC A445 **Criminal Psychopathology. (3)** This course provides an overview of criminal behavior that is associated with psychological phenomenon. Topics covered include risk factors for criminal behavior, psychological states and disorders related to crime, and specific subsets of crime and the psychology of those that commit such crimes.

PSYC A450 **Sensation and Perception. (3)** Classical and contemporary approaches to how we perceive and respond to the environment, including sensory processes, motion perception, art, and illusions.

PSYC A451 **Sensation and Perception Laboratory. (1)** (Prereq: C or better in PSYC A325; Prereq or coreq: C or better in PSYC A326; PSYC A450; or consent of instructor) Practice with psychophysics, physiological measures, and other methodologies used to investigate and experience perceptual phenomena. One three-hour laboratory per week.

PSYC A455 **Childhood Maltreatment. (3)** (Prereq: Grade of C or better in PSYC A310 or A405) This course examines the phenomenon of childhood maltreatment as well as the individual, familial, social, and cultural risk and protective factors associated with its occurrence. Students connect theory and research to the identification and intervention of childhood maltreatment.

PSYC A460 **Introduction to Clinical Psychology. (3)** An introduction to applied psychology including knowledge of theory, diagnosis and assessment, treatment, and ethical issues in clinical psychology. Students will receive some in-class training in clinical interviewing and assessment techniques.

PSYC A461 **Behavioral Therapy Laboratory. (1)** (Prereq: C or better in PSYC A325 and PSYC A420; Prereq or coreq: C or better in PSYC A326) Students will be provided with supervised training and experience in various behavioral therapy/modification techniques in working with select clinical populations. One three-hour laboratory per week.

PSYC A465 **Psychology of Addictive Behaviors. (3)** An introduction to the psychology of addictive behaviors, including an overview of the major theories of why people use/abuse substances. The major approaches used to treat addictive behaviors will be covered. A major goal of the course is to stimulate critical thinking in this area and to increase understanding of the links between theory and intervention. A second goal of the course is to introduce the student to contemporary issues and controversies related to addictions.

PSYC A470 **Cellular & Molecular Neuroscience. (3)** This course examines the biological mechanisms underlying neural function, from individual cells to complex chemical signaling. Topics include properties of neurons, including how the membrane potential and action potential allow cells to generate and propagate electrical signals, the molecular basis of synaptic transmission, tracing how electrical impulses trigger the release of neurotransmitters to communicate across gaps between cells. We will investigate how these chemical messengers activate intracellular signaling pathways to drive neuroplasticity and how the influence of hormones allows the nervous system to adapt to experience and maintain homeostasis.

PSYC A471 **Neuroscience Laboratory. (1)** (Prereq: C or better in PSYC A325; Prereq or coreq: C or better in PSYC A326; PSYC 470; or consent of instructor) Practice with biological and behavioral methodologies used to investigate the physiological bases of behavior. One three-hour laboratory per week.

PSYC A472 **Systems & Behavioral Neuroscience. (1)** This course explores the macro-organization of the mammalian nervous system, bridging the gap between structural anatomy and complex behavior. Students will map the functional organization of the brain, focusing on how neural circuits integrate sensory information to execute motor commands. Key topics include neurodevelopment, the neural substrates of emotion and memory, neuroplasticity, and the underlying pathophysiology of clinical neurological disorders.

PSYC A475 **Psychopharmacology. (3)** (Prereq: PSYC A101) Basic psychopharmacological concepts including the effect of drugs on animal and human behavior, sensation, mood, cognition, and physiology, and the mechanisms underlying these effects. Topics will include the use of medications to treat mental

disorders, side effects of drugs, contraindications (drug-to-drug interactions), pharmacogenetics (inherited differences in metabolic pathways), pharmacokinetics (body's effect on drug), and pharmacodynamics (drug's effect on body).

PSYC A480 **Health Psychology. (3)** A survey of the psychosocial factors that influence wellness, disease, and the performance of health behaviors. Illness prevention, management, and treatment will be examined.

PSYC A485 **Psychology of Stress and Coping. (3)** An examination of factors pertaining to stress, stress triggers, and the stress response. Topics will include psychological, biological, and socio-cultural factors related to stress. The course will cover both historical and current applications pertaining to stress theories, and will focus on understanding how to reduce or manage stress by exploring and utilizing multiple coping strategies and techniques.

PSYC A486 **Stress and Coping Laboratory. (1)** (Prereq: PSYC A325; Prereq or coreq: PSYC A326 and PSYC A485) Practice in the experimental techniques used in the study of stress and coping, which will focus on a myriad of factors pertaining to stress, stress triggers, and the stress response. Course topics will include psychological, biological, and socio-cultural factors related to stress. Additionally, applications will involve utilizing multiple coping strategies and techniques to better understand how to reduce or manage stress.

PSYC A490 **Human Sexuality. (3)** Physiological and psychological aspects of human sexual behavior. A survey and theoretical understanding of normal and abnormal forms of sexual behavior and their treatment.

PSYC A491 **Human Sexuality Laboratory. (1)** (Prereq or coreq: Grade of C or better in PSYC A326 and A490) Students will be exposed to different methodological approaches to test hypotheses about human sexuality, such as sexual attitudes, identity, stereotypes/stigma, perceptions, and behavior. One three-hour laboratory per week.

PSYC A498 **Advanced Psychological Research (1-3)** (Prereq: Grade of C or better in PSYC A101 and/or departmental permission from the faculty member the student will be working with). The focus of this course is the preparation and initial stages of conducting the student's own independent research under the guidance of a faculty member. Or, this course may involve the student as the primary lead researcher on an ongoing study taking place in the Psychology Department. It is expected that a research proposal will be completed in this course. Or, if student is a primary research investigator on another study, then some form of major dissemination (e.g. formal poster presentation) is expected. A contract will be completed between the student and faculty member to determine the parameters of goals and outcomes as well as the grading rubric. May be repeated for a maximum of 6 credit hours. A maximum of 6 hours of PSYC A398, A498, A501, or A598 may be used for Psychology major credit.

PSYC A499 **Reflective Capstone Experience in Psychology. (1)** A capstone course for junior and senior psychology majors to integrate and synthesize thoughtfully their experiences and accomplishments during their collegiate career. Students will reflect on all of their learning experiences with special emphasis placed on high-impact practices and the benefits of these activities inside and outside of the classroom. Students will utilize these reflections to create a showcase ePortfolio demonstrating their growth and development over the course of their collegiate career.

PSYC A500 **Seminar in Advanced Psychology. (3)** Intensive study of topics of current interest in psychology. Topics will be announced. Course may be taken twice with different topics.

PSYC A501 **Internship. (3) [=SOCY A400]** (Prereq: consent of instructor) A supervised experiential course in a field placement (e.g., social service agency, criminal justice agency) involving 10 hours per week. In addition, appropriate reading and writing assignments, plus a weekly meeting with the supervising faculty member. (An application and interview are required of applicants. Applicants must meet basic requirements of cum. GPA, major hours completed, etc. Contract required. See instructor for specifics.

PSYC A598 **Primary Investigator Research. (1-3)** (Prereq: Grade of C or better in PSYC A101 and/or department permission from the faculty member the student will be working with). The focus of this course is for the student to conduct and complete their original research with the goal of study completion and formal dissemination (e.g. poster session presentation). A contract will be completed between the student and faculty member to determine the parameters of goals and outcomes as well as the grading rubric. May be repeated for a maximum of 6 credit hours. A maximum of 6 hours of PSYC A398, A498, A501, or A598 may be used for Psychology major credit.

Pre-Professional Curricula

offered by the

College of Sciences and Engineering

Curricula

A number of pre-professional curricula are offered by the Department of Biological, Environmental, and Earth Sciences and the Department of Chemistry and Physics. Students will be assisted in planning and course selection by a faculty advisor. It is the responsibility of each student to see to it that all requirements for his or her pre-professional curricula are completed.

Allied Health Professions

USCA offers science-oriented students the opportunity of completing one of several two-year pre-professional plans including: medical technology, therapy, and medical records administration are advised by Dr. Suchreet Mander. After completing 60 semester hours, the student can usually apply for admission to a professional degree program at another institution, such as the Medical University of South Carolina or Augusta University. The USC Aiken Department of Exercise and Sports Sciences offers a baccalaureate degree in Exercise and Sports Science with a concentration in Allied Health. For more information, see the Exercise and Sports Science section of this bulletin or visit USC Aiken Exercise and Sports Science online at https://www.usca.edu/exercise.

Pre-Veterinary Science

There is no absolute, prescribed curriculum for entrance to schools of medicine, dentistry, or veterinary science. The admissions committee of the professional schools will critically assess aspiring students as to their GPA, entrance test scores, and the personal interview. Typically, the minimum college credits in the following subjects are required:

General Chemistry..... 8 hours

Organic Chemistry..... 8 hours

Biology..... 8 hours

Physics..... 8 hours

Mathematics..... 6 hours

English..... 6 hours

Students entering these professional areas generally have a bachelor's degree, usually in science. At USC Aiken, a student can complete these entrance requirements and at the same time receive a Bachelor of Science degree with a major in biology or chemistry. Students majoring in chemistry and seeking to enter these professional areas should contact Dr. Monty Fetterolf in the Department of Chemistry and Physics for advisement. For those students majoring in biology, the Pre-Med advisor is Dr. William Jackson, and the Pre-Vet advisor is Dr. Michelle Vieyra.

Pre-Pharmacy

The South Carolina College of Pharmacy with two campuses located in Columbia and Charleston accepts applications for admission from both students who have finished a bachelor's degree and from those who have not, provided that all students have completed a fixed set of required courses. The USC Aiken pre-pharmacy curriculum, overseen by faculty members in the Department of Chemistry and Physics, satisfies the set of required courses for the South Carolina College of Pharmacy as well as for most other pharmacy schools although some modifications may be needed. Students are strongly encouraged to apply to more than one pharmacy school and therefore will need to bring the list of required courses from those other schools with them to their first meeting with their advisor. The required courses for admission to the South Carolina College of Pharmacy are usually taken over four to six semesters and cover a wide range of subjects.

Required Courses:

English--ENGL A101 and A102

Math--MATH A122 or A141

Statistics--STAT A201 or BIOL A305

General Biology--BIOL A121 and A122

Biology--BIOL A121, A122, A243, A244, A250 or A330

Chemistry--CHEM A111, A112, A331, A331L, A332, A332L

General Physics--PHYS A201 or A211

Introductory Psychology--PSYC A101

Macro- or Microeconomics--ECON A221 or A222

Communication--COMM A201 or A241

Three elective courses in the area of Humanities or Social Science

Students who will obtain a bachelor's degree from USC Aiken will take the courses listed above as well as those additional courses in the USC Aiken general education curriculum. These additional requirements are listed in this bulletin. Because of the science orientation of the pre-pharmacy curriculum, students generally major in biology or chemistry and the decision of when to apply for admission to one of the pharmacy schools is made in consultation with the advisor. Generally, only a student with a strong GPA and a strong Pharmacy College Admission Test score will be successful in their application given the highly competitive nature of the admissions process.

Miscellaneous Pre-Professional Areas

Students who wish to pursue a career such as forestry, plant science, animal science, horticulture, agronomy, cooperative education programs, marine science, etc. may complete one or more years at USC Aiken. They should maintain close liaison with their local advisor and an advisor in the school to which they plan to transfer.

School of Business Administration

Dr. Ravi Narayanaswamy,

Dean of the School of Business Administration

Dr. Ana Elisa Iglesias,

Associate Dean of the School of Business Administration

Mission Statement

The USCA School of Business Administration empowers students with a transformative business education and career readiness through innovative teaching, applied research, and community engagement.

Core Values

- **Integrity:** SOBA promotes a culture of integrity by upholding the highest standards of honesty, ethical conduct, transparency, and accountability in all academic and professional activities.
- **Innovation:** SOBA strives for innovation through continuous advancement, creative problem solving, and the integration of new technologies and teaching practices across the curriculum
- **Collaboration:** SOBA fosters collaboration through an atmosphere of teamwork, shared purpose, and open communication among students, faculty, staff, administration, and community partners.

Vision Statement

The School of Business Administration strives to be recognized regionally and nationally for progressive business programs. SOBA will demonstrate success by preparing students with industry and technical skills demanded by employers, forming partnerships within the community, and responding to societal needs.

Accreditation

The University of South Carolina Aiken School of Business program is accredited by AACSB International.

Faculty

Professors

- Robert T. Leach, Ph.D. - Finance
- Ravi Narayanaswamy, Ph.D. - Management Sciences - *Timmerman Chair in Enterprise Development*
- Sanela Porca, Ph.D. - Economics - *School of Business-Timmerman Chair in Enterprise Development*
- Linda C. Rodriguez, Ph.D. - Management - *John M. Olin Palmetto Professorship in Business*
- Frank Xie, Ph.D. - Marketing - *John M. Olin/Palmetto Professorship in Entrepreneurial Development*

Associate Professors

- Ana Elisa Iglesias, Ph.D., SHRM-CP - Management - *Walter F. O'Connell Palmetto Professorship*
- Alhashmi Lasyoud, Ph.D. - Accounting and Finance
- Julie Steen, D.B.A. - Marketing

Assistant Professors

- Jose-Luis Castro Iglesias, D.B.A. - Management
- Yu Cao, Ph.D. - Accounting
- Nancy He, Ph.D. - Finance and Management Sciences
- Paul L. Hudson, Ph.D - Management
- Nancy J. Kangogo, Ph.D. - Accounting
- Canchu Lin, Ph.D. - Management Science
- Terry C. Whittington, Ph.D. - Management

Senior Instructor

- John Engel, D.B.A. - Management Sciences

Instructors

- Rebecca T. Barnwell, M.B.A. - Management
- Crystal Carlson-Myer, D.B.A. – Accounting
- Kate Channell, M.B.A. - Finance
- Mary-Ellen Faubert, J.D. - Management
- Charles Harris, M.B.A. - Finance
- Hyesun Kang, M.B.A. - Management

Distinguished Professors Emeriti

- William H. Marsh, Ph.D. - Finance
- C. Michael Ritchie, Ph.D. - Management
- Marsha R. Shelburn, Ph.D. - Economics

Professor Emeritus

- William L. Shelburn, M.B.A. - Marketing

Administrative Team

- Zorayda El, Business/AACSB Accreditation Coordinator
- Amy Pannenbacker, Administrative Assistant
- Stephanie Pierce, Graduate Programs Director

Curricula

The School of Business Administration offers the Bachelor of Science in Business Administration (B.S.B.A) degree. Areas of concentration include accounting, finance, management, and marketing. To qualify for graduation, a student must meet general education requirements, business core requirements, and area of concentration requirements, as stated below.

Students are encouraged to select courses that will contribute to their educational development in the liberal arts, as well as to their growth and preparation for specific careers.

Students should study the degree requirements under which they are to graduate and should seek proper advisement. It is to the student's advantage to decide their areas of concentration as soon as possible and seek entrance into the School of Business BSBA Professional Program. Students who plan to finish degree requirements at another campus are encouraged to seek advisement and planning to ensure proper course selection before transfer.

Admission Policy for the B.S.B.A. Program

To be admitted to the School of Business Administration

- The student has declared a business administration major.
- The student must be in good academic standing with a minimum GPA of 2.0.

Graduation Standards for the B.S.B.A. Program

Students must complete 120 hours for the bachelor's degree. Included in these hours must be the courses to complete all the individual requirements listed. Developmental courses will **not** count toward degree requirements in the School of Business Administration.

Master of Business Administration

The USCA School of Business Administration offers an MBA Program with concentrations and specializations. Please see the Graduate Programs section of this bulletin for more information about the MBA program.

Palmetto College Business Degree Completion Program

The Palmetto College is a collaborative online upper-level degree completion program which utilizes the resources of the USC system's four regional campuses (Lancaster, Salkehatchie, Sumter, and Union) and four senior campuses (Aiken, Beaufort, Columbia, and Upstate). Students admitted as a Palmetto College major may not be concurrently enrolled in another degree program at the same time or another USC senior campus.

The School of Business Administration at USC Aiken offers an AACSB-accredited online degree completion program in Business Administration (Management and Accounting concentrations only) through the Palmetto College program. Students who have been admitted to USC Aiken as a Palmetto College business major will be able to complete all upper-level requirements for the Bachelor of Science in Business Administration (BSBA) degree online. These courses will typically be offered in an 8-week accelerated format. The curriculum and degree requirements for the Palmetto College business major are exactly the same as those prescribed for the full four-year BSBA degree program offered by USC Aiken. Accordingly, Palmetto College business majors must fulfill all USC Aiken general education and major requirements listed elsewhere in this Bulletin. Students who successfully complete the Palmetto College Business Degree Completion Program will receive the AACSB-accredited BSBA degree from USC Aiken. For more information on the Business Degree Completion Program, please contact the USCA Admissions Department at (803) 641-3366.

Bachelor of Science in Business Administration

Concentrations:

Accounting

Finance

Management

Marketing

Total credit hours required: 120

1. General Education Requirements 31

- COMM A201 or A241 3
- ECON A221 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Natural Sciences (with lab) 4
- STAT A201 3

See full requirements on page 33.

2. School Requirements 15

- ECON A222 3
- MATH A122 3
- Select two courses from the following areas: 6

  Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, and Foreign Languages
- Select one course from the following areas: 3

  Humanities, Fine Arts, Natural Sciences, and Foreign Languages

3. Program Requirements 66

A. Business Core 39

- BADM A225 3
- BADM A226 3
- BADM A245 3
- BADM A250 3
- BADM A271 3
- BADM A298 3
- BADM A299 3
- BADM A363 3
- BADM A379 3
- BADM A383 3
- BADM A478 3
- MGMT A475 3
- Choose one technology or analytics course from: 3

  ACCT A400, A439, BADM A300, A390, A391, A392, A400, HSPM A357, MGSC A442

B. Concentration **27**

- Accounting
- Finance
- Management
- Marketing

4. Free Electives **8**

TOTAL hours required (min.) **120**

Accounting Concentration

1. General Education Requirements **31**

2. School Requirements **15**

3. Program Requirements **66**

A. Business Core **39**

B. Concentration: Accounting **27**

1. Foundation Courses 18
   - ACCT A321 3
   - ACCT A331 3
   - ACCT A332 3
   - ACCT A334 3
   - ACCT A435 3
   - ACCT A439 3
   - BADM A429 3
2. Select one course from ACCT or FINA 3
   (300-level or above)
3. Select one course from: 3
   ACCT, BADM, ECON, FINA, HSPM, MGMT, MGSC, MKTG (300-level or above)

4. Free Electives **8**

TOTAL hours required (min.) **120**

Finance Concentration

1. General Education Requirements **31**

2. School Requirements **15**

3. Program Requirements **66**

A. Business Core **39**

B. Concentration: Finance **27**

1. Select six FINA courses from: 18
   FINA A300, A310, A315, A338 (or ACCT A338), A340, A405, A410, A412, A421, A463, A469, A472, A480
2. Select three upper-level business courses (300-level or above) 9

4. Free Electives **8**

TOTAL hours required (min.) **120**

Management Concentration

1. General Education Requirements **31**

2. School Requirements **15**

3. Program Requirements **66**

A. Business Core **39**

B. Concentration: Management **27**

1. Choose a track: 15

Track 1 – Human Resource Management

- MGMT A374 Human Resource Management and Talent Acquisition
- MGMT A376 Organizational Behavior and Talent Development
- MGMT A378 Employment Law and Employee Relations
- MGMT A404 Talent Compensation and Rewards
- MGMT A425 Human Resource Analytics

Track 2 – Entrepreneurship

- BADM A380 Principles of Entrepreneurship
- MGMT A401 Topic in Entrepreneurship
- MGMT A472 Entrepreneurial Money Management
- MGMT A473 Entrepreneurship and Small Business Management
- Select one course from BADM, MGMT, MGSC, HSPM course (300-level or above)

Track 3 – Supply Chain Management

- MGSC A328 Lean Business and Sustainability Practices
- MGSC A395 Design Process Management
- MGSC A481 Purchasing and Materials Management
- MGSC A494 Project Management
- MKTG A353 Channels and Institutions

Track 4 – Project Management

- MGSC A328 Lean Business and Sustainability Practices
- MGSC A395 Design Process Management
- MGSC A494 Project Management
- Select two courses from BADM, MGMT, MGSC, HSPM (300-level or above)

Track 5 – Business Technology Management

- BADM A390 Cybersecurity Management
- MGSC A442 Strategic E-commerce and Generative AI Integration
- MGSC A480 Management of Technology and Innovation
- Select two courses from BADM, MGMT, MGSC, HSPM (300-level or above)

Track 6 – General Management

- Select five courses from BADM, MGMT, MGSC, HSPM, course (300-level or above)

2. Select four courses from: 12

ACCT, BADM, ECON, FINA, HSPM, MGMT, MGSC, MKTG (300-level or above)

4. Free Electives 8

TOTAL hours required (min.) 120

Marketing Concentration

1. General Education Requirements 31

2. School Requirements 15

3. Program Requirements 66

A. Business Core 39

B. Concentration: Marketing 27

1. Foundation Courses 6
   - MKTG A455 3
   - MKTG A457 3

2. Select two MKTG courses (300-level or above) 6

3. Select five courses from: 15

ACCT, BADM, ECON, FINA, HSPM, MGMT, MGSC, MKTG (300-level or above)

4. Free Electives 8

TOTAL hours required (min.) 120

Minor in Business

Requirements:

- ECON A221 Principles of Macroeconomics 3
- ECON A222 Principles of Microeconomics 3
- BADM A225 Principles of Financial Accounting 3
- BADM A226 Principles of Managerial Accounting 3
- BADM A250 Principles of Marketing 3
- BADM A271 Principles of Management and Leadership 3

Total hours required 18

Certificate in Digital and AI Marketing

Undergraduate certificates allow students to gain additional skills and earning potential beyond their major and minor.

Requirements:

- BADM A250 Principles of Marketing 3
- MKTG A360 Direct & Digital Marketing 3
- MKTG A361 Digital Marketing Analytics 3
- MGSC A442 Strategic E-commerce and Generative AI 3

Total hours required 12

Certificate in Entrepreneurship

Undergraduate certificates allow students to gain additional skills and earning potential beyond their major and minor.

Requirements:

- BADM A380 Principles of Entrepreneurship 3
- MGMT A401 Strategic Entrepreneurship 3
- MGMT A472 Entrepreneurial Money Management 3
- MGMT A473 Entrepreneurship & Small Business Mgmt 3

Total hours required 12

Certificate in Human Resources Operations

Undergraduate certificates allow students to gain additional skills and earning potential beyond their major and minor.

Requirements:

- BADM A271 Principles of Management 3
- MGMT A374 HR Management & Talent Acquisition 3
- MGMT A378 Employment Law & Employee Relations 3
- MGMT A404 Talent Compensation & Rewards 3

Total hours required 12

Certificate in Real Estate

Undergraduate certificates allow students to gain additional skills and earning potential beyond their major and minor.

Requirements:

- FINA A300 Real Estate Investing 3
- FINA A340 Real Estate Financing 3
- FINA A405 Real Estate Development 3
- FINA A410 Topics in Real Estate 3

Total hours required 12

Course Descriptions

Accounting (ACCT)

ACCT A321 **Federal Tax Procedures. (3)** (Prereq: Grade of C or better in BADM A225) Prepares the student for practical and theoretical work mainly in individual income tax areas.

ACCT A322 **Corporate Income Tax. (3)** (Prereq: Grade of C or better in BADM A225, ACCT A321) A study of income tax laws and their application to corporations, partnerships, estates, and trusts.

ACCT A329 **Business Fraud Investigation. [=BADM A329] (3)** This course reviews and discusses the process

of identifying suspected fraud and the planning and conducting fraud-related examinations that include analyzing documents from various sources, conducting interviews, and using data analysis and digital forensics to trace illicit transactions that ultimately assist in preparing effective reports that help in bringing an examination to its finality.

ACCT A331 **Intermediate Accounting I. (3)** (Prereq: Grade of C or better in BADM A225.) Theoretical foundation and application of generally accepted accounting principles.

ACCT A332 **Intermediate Accounting II. (3)** (Prereq: Grade of C or better in ACCT A331) Application of generally accepted accounting principles for assets, liabilities, and equity.

ACCT A334 **Cost/Managerial Accounting I. (3)** (Prereq: Grade of C or better in BADM A226) The study of the accountant's role in generating and analyzing information useful for managerial decision-making. Students learn techniques to assist management in both the evaluation of past performance and in supporting future strategic plans. These include coverage of manufacturing cost statements, budgeting, information relevance, costing systems, and variance reporting.

ACCT A335 **AI Applications in Accounting. (3)** (Prereq: BADM A226 and ACCT A331) This course provides an in-depth exploration of the fundamental principles of Artificial Intelligence (AI) and its significant applications within the accounting industry. Students will gain a comprehensive understanding of how AI technologies are transforming accounting practices, enhancing efficiency, accuracy, and decision-making processes.

ACCT A336 **Cost/Managerial Accounting II. (3)** (Prereq: Grade of C or better in ACCT A334) A continuation from ACCT A334 of the accountant's role in providing information for and participating in business decision-making. Designed for the student interested in a managerial accounting career. Topics may include product cost analyses, revenue and income variances, TQM reporting, JIT, TOC, performance measurement, and capital budgeting. The ACCT A334 and A336 courses together provide a strong foundation in preparation for the management accounting sections of the CMA exam.

ACCT A338 **Financial Statement Analysis. [=FINA A338] (3)** (Prereq: BADM A225) A thorough examination of financial reporting procedures and the standards that govern financial reporting disclosures, with an emphasis on basic financial statements and how alternative accounting methods affect those statements and the analysis of them. Analysis of primary financial statements and a framework for conducting financial statement analysis are explored.

ACCT A400 **Analytics in Accounting. (3)** (Prereq: ACCT A331 Financial Accounting I with a grade of C or better and BADM A300 Business Analytics III: Predictive and Prescriptive Modeling.) This course focuses on data analytics applied to accounting. The proliferation of data requires that accountants and other professionals understand the character of large data sets and their implications for decision making. The course provides students with an understanding of data analytic thinking and terminology, as well as practical experience with related tools and techniques. Students will attain the skills necessary to translate accounting and business data into managerial decision-making information.

ACCT A435 **Auditing Theory. (3)** (Prereq: BADM A299 and ACCT A331) Studies of the practical application of accounting knowledge to the problems of auditing and the installation, use, and effect of systems of internal control. Three credit hours, four contact hours.

ACCT A437 **Advanced Accounting. (3)** (Prereq: ACCT A332) Selected topics in advanced accounting, including unique problems related to special sales arrangements, business combinations, and consolidated financial statements.

ACCT A438 **C.P.A. Problems. (3)** (Prereq: ACCT A321, A437 or permission of instructor) An application of the problems and environment encountered by C.P.A. examination candidates.

ACCT A439 **Accounting Information Systems (3)** (Prereq: ACCT A331 and BADM A299 or BADM A300) A study of information systems for collecting and processing data supportive of financial and managerial accounting, decision making, and effective control of organizations.

Business Administration (BADM)

BADM A101 **Introduction to Business. (3)** Provides students with a foundational understanding of business administration, key career pathways, technological trends, and essential workplace skills needed to succeed in today's dynamic business environment.

BADM A163 **Personal Money Management. (3)** This course equips students with the knowledge and skills they need to manage their personal finances effectively. Students will learn about different financial products and services available to them and how to choose the right ones for their needs.

BADM A225 **Principles of Financial Accounting. (3)** The study of the accounting process and the information produced by that process, with an emphasis on corporations and financial reporting.

BADM A226 **Principles of Managerial Accounting. (3)** (Prereq: BADM A225) The study of the accounting process and the information produced within a business to provide managers with the decision-making tools necessary for planning, managing, and controlling the organization.

BADM A245 **Business Communication. (3)** (Prereq: Grade of C or better in ENGL A102.) This course provides an examination of methods, protocol, communication ethics, and cross-cultural communications. Appropriate use of various forms of communication within a managerial context will also be discussed. Students develop and enhance communication skills through extensive business writing assignments, public speaking/presentations, role-plays, business case analyses, and mock interviews.

BADM A250 **Principles of Marketing. (3)** Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.

BADM A271 **Principles of Management and Leadership. (3)** A comprehensive survey of the basic principles of management and leadership applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management and leadership process.

BADM A298 **Information Management. (3)** The course is an introduction to the effective use of business information systems tools to solve problems and make effective business decisions.

BADM A299 **Business Analytics (3)** The course provides data exploration skills required to collect, organize, store, present, and transfer data in a business context.

BADM A300 **Topics in Data Modeling and Presentation. (3)** (Prereq: BADM A299) The course provides technology skills required to present data and findings in a creative manner to enable effective decision making in a business environment.

BADM A324 **Commercial Law. (3)** Contracts, sales, bailments, negotiable instruments, agency, partnership, and corporation. Uses a combination of textbook and casebook methods of instruction.

BADM A329 **Business Fraud Investigation. [=ACCT A329] (3)** This course reviews and discusses the process of identifying suspected fraud and the planning and conducting fraud-related examinations that include analyzing documents from various sources, conducting interviews, and using data analysis and digital forensics to trace illicit transactions that ultimately assist in preparing effective reports that help in bringing an examination to its finality.

BADM A363 **Business Finance. (3)** An introduction to corporate investing and financing decisions.

BADM A370 **Executives in Residence. (3)** This course features engaging discussions between students and knowledgeable professionals who share their experience and insight regarding business and organizational life. Representatives from various industries and organizations emphasize the qualities essential to overcoming challenges, as well as the necessity of learning from inevitable setbacks in a competitive business world. The course includes both presentations and panel discussions. The information presented by the speakers is analyzed and applied in integrative papers requiring students to compare and contrast speaker remarks with the concepts in the assigned readings. Students are required to attend every class meeting.

BADM A378 **Internship. (3-6)** (Prereq: Sophomore and good academic standing, and a contract approved by the Internship Coordinator and the Faculty Advisor). This course provides students in all disciplines with the opportunity to reinforce classroom learning by working in their discipline in a supervised business environment. The course may be repeated with the approval of the Internship Coordinator and the student's Academic Advisor.

BADM A379 **Business & Society. (3)** (Prereq: Sophomore Standing) Survey of business relationships within society. Topics include such as ethics, sustainability, corporate governance, corporate responsibility, and may include other types of business social, ethical, and legal inter-relationships.

BADM A380 **Principles of Entrepreneurship. (3)** (Prereq: Sophomore Standing) This course provides an overview of 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.

BADM A383 **International Business. (3)** (Prereq: BADM A363) Introduces the student to economic, financial, legal, political, cultural, institutional, and managerial considerations associated with international business transactions.

BADM A390 **Cybersecurity Management. (3)** A study of the application and integration of cybersecurity principles, frameworks, standards, and best practices to business management, governance, and policy development processes. Topics discussed will include control of IT cybersecurity in business settings, risk management practices, and implementation of industry-wide cybersecurity initiatives and programs.

BADM A391 **Cyberwarfare Management. (3)** This course explores the threats posed by cyberwarfare, deliberate attacks against an organization's information and communication systems. It discusses defensive strategies used by institutions to stand up to cyberwarfare events.

BADM A392 **Cybersecurity Audit and Control. (3)** This course addresses cybersecurity audit processes, policies, and tools, required to ensure organizations have the infrastructure needed to prevent cyberthreats. This course also provides students with an understanding of cyber-related risk and mitigation controls.

BADM A393 **Quantitative Methods and Decision Analysis. (3)** (Prereq: BADM A299) Quantitative methods of assistance to managers in the decision-making process. Topics include linear programming, decision analysis, uses of sample information, prediction techniques, linear regression, scheduling techniques, queuing models, and inventory models.

BADM A395 **Free Enterprise Seminar. (1)** (Prereq: Approved contract with instructor) The student works at least forty hours during the semester, meeting at least weekly on structured projects that provide experience in entrepreneurial activities and/or teach business concepts to others. The projects are initiated and completed in teams. Projects require that students apply management concepts, oral and written communication skills, marketing skills, and analytical skills. (Course may be taken no more than three times for credit).

BADM A396 **Business Research Methods. (3)** (Prereq: BADM A299 and BADM A250) 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 A397 **Topics in Business. (1-3)** (Prereq: Sophomore Standing) Study of varied business areas and issues that are not covered in existing course offerings. Course may be taken twice with different topics for a maximum of 6 hours.

BADM A398 **Topics in International Business. (1-3)** (Prereq: Sophomore Standing) Study of varied international business areas and issues that are not covered in

existing course offerings. Course may be taken twice with different topics for a maximum of six hours.

BADM A399 **Independent Study. (1-3)** (Prereq: Junior Standing and approved contract with the instructor) Independent study courses are designed primarily for juniors and seniors who desire advanced intensive work on a specific topic. Independent studies are not intended to substitute for courses listed in the *USCA Bulletin*. The maximum total number of independent study hours a student may earn in business is six.

BADM A400 **Advanced Topics in Analytics. (3)** This course will cover application of analytics in specific fields like marketing, finance, accounting, and cyber security.

BADM A478 **Strategic Management. (3)** (Prereq: BADM A250, BADM A363, BADM A271, Senior Standing) A study of the strategic management process and of the formulation and application of functionally integrated business policy by top management. Emphasis is on decision-making in the face of changing conditions.

Economics (ECON)

ECON A221 **Principles of Macroeconomics. (3)** (Prereq: Math placement above 108 or completion of MATH A108) Includes the measurement of national levels of production, inflation and unemployment, and the effects of monetary and fiscal policies on those variables.

ECON A222 **Principles of Microeconomics. (3)** (Prereq: Math placement above 108 or completion of MATH A108) Includes the analysis of price determination in product and resource markets under competitive and noncompetitive conditions.

ECON A312 **Economics of AI. (3)** This course provides an analytical framework for understanding how Artificial Intelligence (AI) is reshaping the global economy. We will examine how AI, as a General-Purpose Technology (GPT), alters the fundamental trade-offs faced by firms, consumers, and policymakers.

ECON A378 **Labor Economics. (3)** (Prereq: ECON A221, A222) Concerned with the development and structure of the labor movement in the United States, the determination of wage rates, the nature and impact of the public policy toward labor unions.

ECON A383 **International Economics. (3)** (Prereq: ECON A221, A222) The basic principles underlying international trade and finance. Topics include the economic basis of trade, the nature and impact of trade barriers, the international balance of payments, and the operation of the current international monetary system.

ECON A400 **Managerial Economics. (3)** (Prereq: ECON A221, A222; BADM A299) A study of the application of the economic theory of profits, competition, demand and costs to analysis of problems arising in the firm and in decision-making. Topics include price policies, forecasting, and investment decisions.

Finance (FINA)

FINA A300 **Real Estate Investing. (3)** (Prereq: 30 credit hours) A study of investing in real assets, including commercial and residential property.

FINA A310 **Life Insurance. (3)** Course explores the basic principles, functions, uses, and legal aspects of life insurance and the life insurance industry. Types of policy contracts, including special policy provisions and riders, as well as the calculation of premiums and reserves are covered. Types of organizations, and the management and supervision of companies are discussed.

FINA A315 **Personal Finance. (3)** A study of private wealth management.

FINA A338 **Financial Statement Analysis. [=ACCT A338] (3)** (Prereq: BADM A225) A thorough examination of financial reporting procedures and the standards that govern financial reporting disclosures, with an emphasis on basic financial statements and how alternative accounting methods affect those statements and the analysis of them. Analysis of primary financial statements and a framework for conducting financial statement analysis are explored.

FINA A340 **Real Estate Financing. (3)** A study of the financing of real assets, including commercial and residential property.

FINA A405 **Real Estate Development. (3)** A study of real asset development, including commercial and residential property.

FINA A410 **Topics in Real Estate. (3)** A study of topics in real assets, including commercial and residential property.

FINA A412 **Intermediate Business Finance. (3)** (Prereq: BADM A363) This course is an extension of BADM A363. Emphasis is placed on theory and application regarding a firm's investment decisions, financing mix, dividend policy, and capital structure. Treatment of uncertainty in business financial analysis is also covered.

FINA A421 **Financial Markets and Institutions. (3)** (Prereq: BADM A363) A study of financial markets and institutions, and risk management practices.

FINA A463 **Advanced Business Finance.** (3) (Prereq: Grade of C or better in FINA A412). A study of topics in finance, investments, markets and institutions, and risk management.

FINA A469 **Investment Analysis and Portfolio Management. (3)** (Prereq: BADM A363) Conceptual and analytical framework for formulating investment policies, analyzing securities, and constructing portfolios.

FINA A472 **Risk Management. (3)** (Prereq: BADM A363) A study of risk management tools, markets, and practices.

FINA A480 **Alternative Investments. (3)** (Prereq: BADM A363) A study of private equity, hedge funds, real assets, and structured products.

Health Services & Policy Management (HSPM)

HSPM A355 **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.

HSPM A357 **Healthcare Information Management. (3)** This course addresses information management policies and techniques for collecting, storing, analyzing, and retrieving healthcare data.

HSPM A358 **Healthcare Strategy and Management. (3)** This course will examine approaches pursued by healthcare firms to align their business strategy with the challenges and structures of the healthcare industry.

HSPM A359 **Healthcare Audit and Control. (3)** This course provides students with a framework for understanding the goals, policies, and barriers to managing and protecting health information (PHI). Topics covered include HIPAA, GDPR and Health care Act 2022.

Management (MGMT)

MGMT A374 **Human Resource Management and Talent Acquisition. (3)** (Prereq: BADM A271) This course provides an overview of Human Resource (HR) Management and a practical approach to talent acquisition. Topics include HR functions, legal and regulatory frameworks, workforce planning, recruitment strategies, onboarding practices, and the use of technology in HR.

MGMT A376 **Organization Behavior and Talent Development. (3)** (Prereq: BADM A271) A study of the fundamental concepts, theories, and practices for understanding human behavior within organizations. This course examines how principles of organizational behavior influence key human resource practices, including training, performance management, and talent retention.

MGMT A378 **Employment Law and Employee Relations. (3)** (Prereq: BADM A271). A study of key employment laws, employee relations practices, and workplace safety. Topics include conflict resolution, disciplinary actions, terminations, and HR's role in ensuring organizational compliance with regulations related to hiring, employee rights, labor relations, and workplace safety.

MGMT A401 **Topics in Entrepreneurship. (3)** (Prereq: BADM A250 and BADM A271) Relevant selected issues and topics of interest in management. Issues and concepts of the business world are explored with film profiles, case histories, and readings.

MGMT A404 **Talent Compensation and Rewards. (3)** (Prereq: MGMT A374) This course examines how organizations use compensation, benefits, and leave policies to attract, motivate, and retain employees. Topics include pay structures, incentive programs, legal compliance, and the administration of benefits and employee leave.

MGMT A411 **International Management. (3)** (Prereq: Junior Standing) Applies the basic principles of management and leadership to the firm operating internationally.

MGMT A425 **Human Resource Analytics. (3)** (Prereq: MGMT A374 and MGMT A376) This course examines how organizations utilize data to inform human resource decision-making and enhance workforce outcomes. Topics include key HR metrics, data collection methods, analysis techniques, data visualization, and the application of analytics in areas such as talent acquisition, development, and compensation.

MGMT A472 **Entrepreneurial Money Management. (3)** (Prereq: BADM A380) This course provides a foundational understanding of the critical role of financing in the modern entrepreneurial landscape. Designed for aspiring entrepreneurs and business students, this course will equip you with the essential financial tools needed to launch and grow a business, particularly in environments with limited access to traditional capital.

MGMT A473 **Entrepreneurship & Small Business Management. (3)** (Prereq: BADM A250 and BADM A271) This course explores the nature and scope of entrepreneurship and small business ownership. Examines macro- and micro-management concerns, including the motivation to start a business, entry strategies, business plan development, financial planning, operational planning, and legal/ethical issues that entrepreneurs and small business owners face in the real world.

MGMT A475 **Operation and Supply Chain Management. (3)** (Prereq: BADM A299 and BADM A271) This course examines strategic, operating, and control decisions involved in manufacturing and services organizations. Principles governing an integrated supply chain that includes the planning basics, inventory management, lean systems, and constraint management will be discussed.

MGMT A476 **Workforce and AI. (3)** (Prereq: BADM A271) The course examines how automation and artificial intelligence are reshaping jobs, skills, and organizational structures. Students learn tools and approaches to support the effective and responsible integration of new technologies within business settings while promoting employee development, ethical awareness, and organizational performance.

MGMT A477 **Organization Theory. (3)** (Prereq: BADM A271) A study of organizations from multiple theoretical perspectives with attention to practical applications.

Management Science (MGSC)

MGSC A328 **Lean Business and Sustainability Practices. (3)** (Prereq: BADM A250) Students will learn about the latest trends and developments in business practices that focus on eliminating waste, improving efficiency, reducing environmental impact, and improving social responsibility.

MGSC A395 **Design Process Management. (3)** This course will provide an overview of the systematic approach used in designing, implementing, monitoring, and improving business processes. Topics covered will include process management lifecycle, and techniques used to design, manage, identify, analyze, and control processes.

MGSC A442 **Strategic E-commerce and Generative AI Integration. (3)** This course examines how generative artificial intelligence is transforming e-commerce strategy and digital business operations. Students learn core principles of online business management, customer engagement, and digital logistics while exploring how to ethically integrate AI tools for personalization, automation, and analytics across organizations of all sizes.

MGSC A480 **Management of Technology and Innovation. (3)** The course focuses on the importance of technology and its impact on the business environment. This will include examination of a wide range of issues including the role of artificial intelligence, virtual computing, and Internet of Things (IoT) in product and process innovation.

MGSC A481 **Purchasing and Materials Management. (3)** A comprehensive survey of the organization activities involved in purchasing materials and controlling their costs.

MGSC A494 **Project Management. (3)** A study of general mechanics of project management which includes both technical and managerial concepts related to managing projects.

Marketing (MKTG)

MKTG A353 **Channels and Institutions. (3)** (Prereq: BADM A250) A study of the means by which goods move from the producer to the final user. The functions of retailing, wholesaling, warehousing, and physical distribution are studied in depth. Analyzes the management of a channel and the members of it.

MKTG A360 **Direct and Digital Marketing. (3)** (Prereq: BADM A250) A study of various methods and techniques used in digital and direct marketing. Focus is on assessing customer needs to better use social and digital techniques and other tools in the context of a comprehensive digital marketing strategy.

MKTG A361 **Digital Marketing Analytics. (3)** (Prereq: BADM A250) This course introduces students to data-driven marketing and the tools used to analyze, automate, and optimize marketing performance. Emphasis is placed on using analytics platforms and automation technologies to enhance targeting, personalization, and return on investment (ROI) while maintaining ethical standards in data use and consumer privacy.

MKTG A451 **Retailing Management. (3)** (Prereq: BADM A250) A comprehensive course emphasizing the specific activities of merchandising, promotional functions required of the retail outlet within a competitive business environment.

MKTG A452 **International Marketing. (3)** (Prereq: BADM A250) Analyzes cultural, legal, political, and economic factors affecting the marketing of products and services in world markets. Emphasizes differences in lifestyles, beliefs, attitudes, etc., and their influences on the marketing decision of the international firms.

MKTG A454 **Promotion Strategies and Advertising. (3)** (Prereq: BADM A250) The study of the entire promotion process for both consumer and industrial products including promotion research, determining the promotability of products, new product introductions, setting of promotion objectives, and deriving the promotion budget.

MKTG A455 **Consumer Behavior. (3)** (Prereq: BADM A250) The principal objective of study is the consumer decision-making process as examined in a marketing context. Selected concepts from psychology, sociology, anthropology, and other behavioral disciplines are analyzed to develop the student's ability to understand and predict reactions of consumers to marketing decisions.

MKTG A457 **Marketing Research. (3)** (Prereq: BADM A250) The practical application of behavioral and statistical methods for the purpose of obtaining, analyzing, and interpreting relevant marketing information will be examined. Emphasizes research methods and techniques used in improving marketing decisions.

MKTG A458 **Marketing Management. (3)** (Prereq: BADM A250) A study of the aggregate marketing system from the point of view of the decision maker. Topics include research, product, promotion, pricing, and channels

MKTG A459 **Personal Selling and Sales Management. (3)** (Prereq: BADM A250) The principles of salesmanship and their relation to the management of a sales force in recruiting, selecting, training, compensating, controlling, evaluating, and motivating sales personnel.

MKTG A474 **Sports Marketing. (3)** (Prereq: BADM A250) 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).

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School of Education

Dr. David G. Buckman,

Dean of the School of Education

Mission Statement

As an integral part of the University of South Carolina Aiken, the School of Education is committed to the University goals of active learning through excellence in teaching, faculty and candidate scholarship, and service. Candidates in the School of Education participate in a rigorous curriculum, which is anchored by a strong liberal arts and sciences component, comprised of courses in the humanities, fine arts, social sciences, mathematics, and natural sciences. These courses provide a foundation upon which the pedagogical content and pedagogy are built and dispositions such as responsible citizenship, respect for diversity, and cross-cultural understandings are developed. The School of Education faculty model instruction based on research, infused with technology, and aligned with national, state, and local standards. The School of Education collaborates with schools, school districts, and community service organizations to provide numerous and varied field experiences that are structured to prepare candidates to work with all students. The teacher education faculty in the School of Education challenges candidates to acquire and develop the knowledge, skills, and dispositions necessary to become successful *Dynamic Educators* who can plan, instruct, manage, communicate, and grow professionally.

Vision Statement

As a leading teacher education program in South Carolina, the USC Aiken School of Education prepares highly qualified Dynamic Educators who have the knowledge, skills, and dispositions to create optimal learning environments to assist all individuals in reaching their potential.

Accreditation

The School of Education at the University of South Carolina Aiken is accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street, N.W., Washington DC 20036; phone (202) 233-0077. This accreditation covers the institution's initial teacher preparation and advanced educator preparation programs.

Ruth Patrick Science Education Center

Through the Ruth Patrick Science Education Center, teacher candidates have access to over 400 science and mathematics kits to use in their courses, practica, and internships.

PRAXIS Core Academic Skills for Educators (CORE)

South Carolina Public Law 187 mandates that all candidates wishing to major in education pass the PRAXIS Core Academic Skills for Educators (Core) or have exemptible scores on the ACT or SAT prior to acceptance into the professional education program. Candidates should contact their advisors or the SoE website for information regarding the administration of this test.

Faculty

Professors

- Judy A. Beck, Ph.D. - Curriculum and Instruction
- David G. Buckman, Ph.D. - Educational Leadership - *Dean, School of Education*
- Bridget K. Coleman, Ph.D. - Curriculum and Instruction
- Tim Lintner, Ph.D. - Social Sciences and Comparative Education - *Assistant Vice Chancellor for Academic Affairs - Carolina Trustee Professor of Education - Coordinator, Secondary Social Studies Education Program*
- Gary Senn, Ph.D. - Science Education, Leadership, and Educational Technology - *Director, Ruth Patrick Science Education Center*
- Juan Walker, Ph.D - Curriculum and Instruction - *Associate Dean, School of Education*

Associate Professors

- Judith Collazo, Ph.D. - Multilingual/Multicultural Education & Educational Leadership - *Accreditation Coordinator*
- Melissa Martin, Ph.D. - Special Education - *Coordinator, Special Education Program - Director, USCA LIFE*
- Michelle Rasheed, Ph.D. - Curriculum & Instruction - *Coordinator, Elementary Education*

Assistant Professors

- Macie Kerbs, Ph.D. - Reading Education - *Coordinator, Early Childhood Education*
- Kristina Passarella, Ph.D. - Leadership in Early Childhood Education
- Charles "Chuck" Wagner, Ed.D. - Educational Leadership - *Coordinator, Graduate Education*

Instructors

- Catherine Jumper, M.Ed. - Science Education - *Field Placement Coordinator*

Distinguished Chancellor Emeritus and Distinguished Professor Emeritus

- Robert E. Alexander, Ed.D. - Education

Distinguished Professors Emeriti

- Thomas J. C. Smyth, Ph.D. - Reading Education
- Jeffrey M. Priest, Ph.D. - Zoology/Wildlife Ecology

Professors Emeriti

- John Lisk, Ph.D. - Health & Physical Education
- Sally McClellan, Ph.D. - Early Childhood Education
- Audrey Skrupskelis, Ph.D. - Elementary/Early Childhood Education
- Vernelle Tyler, Ph.D. - Elementary Education

Undergraduate Programs in Education

Admission to Professional Program

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

Special Instructions for USC Salkehatchie and Sumter Students

Candidates enrolled at USC Salkehatchie or Sumter should complete their general education requirements prior to enrolling in USC Aiken pre-professional and professional education program courses.

Once USC Salkehatchie or Sumter candidates complete their general education class requirements, they must submit a USC Change of Campus Form prior to enrolling in USC Aiken pre-professional and professional education classes.

Benchmarks Leading to a Degree and Certification

The School of Education has identified five benchmarks that are used to guide and monitor the success of an undergraduate education major.

Benchmark I: Acceptance to USCA

Obtain admission to USC Aiken through the USC Aiken Office of Admissions.

Benchmark II: Acceptance to the School of Education Professional Program

To be accepted into the School of Education Professional Program the candidate must successfully meet the following criteria:

1. Have successfully completed a minimum of 60 credit hours including most general education course requirements and earned a C or better in all pre-professional program classes.
2. Complete the on-line professional program application (http://www.usca.edu/education).
3. A cumulative Grade Point Average (GPA) of at least 2.75.
4. A grade of C or better in English (ENGL) A101, A102 (or their equivalents) and the Communications requirement (or its equivalent).
5. An official report indicating passing PRAXIS Core (or exemptible SAT or ACT) scores for all three sections (math, writing, and reading) must be received by the School of Education. See SoE website for more information.

Registration for the PRAXIS Core[1] is available online at http://www.ets.org.

Reservation of Rights

The School of Education has the right to remove a candidate from the Professional Program for unprofessional conduct or for poor academic performance. This includes, but is not limited to, excessive tardiness, unexcused absences, inappropriate personal behavior, plagiarism, or poor academic performance, lower than a "C" in a professional program course. The School of Education also reserves the right to remove any candidate from the Professional Program if he/she has been arrested or charged with a crime.

Benchmark III: Junior/Senior Year Reviews

At the end of the Junior and Senior year classes, faculty teaching the methods and practica classes meet to discuss candidate progress to date. Faculty discuss candidate knowledge, skills, and dispositions at this time to determine if satisfactory progress is being made to allow the candidate to continue in the program. Concerns may be, but are not limited to: unsatisfactory professional disposition, lack of intellectual motivation, inadequate interpersonal skills, insufficient cooperative attitude, violation of fundamental academic principles of honesty and integrity, or an identified weakness in expressive skills. In addition to minimum grade requirements, specific attention will be given to each applicant's proficiency in writing and speech. Identification of a weakness in either writing or in speech may require additional academic work as a condition of approval for the internship.

The review committee can make one of three recommendations: satisfactory progress is being made – no "remedial" recommendations made; satisfactory progress is being made – however, some concerns are expressed - recommendations about concerns are forwarded to the Dean of the School of Education (Dean); satisfactory progress is not being made, candidate cannot proceed further in program unless concerns are addressed.

In the cases where concerns are expressed, the committee forwards their concerns in writing to the Dean. The Dean then schedules a meeting with the candidate to express the committee's concerns and the actions the candidate must take to address the concerns. If the candidate does not address the concerns to the satisfaction of the committee or the Dean in a reasonable amount of time, the candidate may be permanently expelled from the program.

Benchmark IV: Acceptance into Internship

The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate's preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with USC Aiken. To be accepted into the internship the candidate must meet the following criteria:

1. Complete the on-line internship application (http://www.usca.edu/education).
2. Candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.
3. The candidate must have completed all education courses (pre-professional and professional) and all subject area course requirements with a grade of C or better.
4. The candidate must complete all course work to meet graduation requirements following completion of internship.
5. The candidate must have at least a 3.00 cumulative GPA in all course work, and at least a 3.00 GPA in education courses and subject area requirements.
6. Candidates must have made satisfactory progress as designated by the Junior/Senior Block Review Committee.

Candidates whose internships have been denied may appeal the decision by requesting a review by the Professional Education Committee. Candidates may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the committee.

Note: All placements are coordinated through the Office of Field Experiences. USC Aiken has contractual agreements

for internships and practica placements with selected South Carolina School Districts. ***Under no circumstances are candidates to make individual placement arrangements with schools or teachers.*** *Within these districts, at the time of the application, candidates have an opportunity to list their geographical preferences; however, final assignments are worked out between the Office of Field Experiences and the School Districts. Secondary and Middle Level students are limited to placement only in Aiken and Edgefield School Districts.* ***Candidates are required to provide their own transportation to and from schools at which they are placed for field experiences.***

Benchmark V: Exit from Internship

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a cooperating teacher and a university supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully take over the classroom in which they have been assigned for a minimum of 10 days. The candidate is observed teaching a class a minimum of four times by both the cooperating teacher and university supervisor for a minimum total of eight observations. It is the responsibility of the cooperating teacher and university supervisor to make a final recommendation to the Dean as to whether the candidate has the knowledge, skills, and dispositions necessary to be a successful teacher. By state law, the candidate's success is measured using the ADEPT/NIET evaluation system. It is upon the final recommendation made by the cooperating teacher and university supervisor that the Dean recommends a candidate's certification to the State Superintendent of Education, pending completion of **all** certification components.

Reservation of Rights: *All candidates must pass the applicable Praxis II subject test and the Principles of Teaching and Learning Exam (PTL) prior to recommendation for certification by the Dean.*

Areas of Study

The curricula for degrees in Early Childhood Education, Elementary Education, Special Education, Middle Level (English, Math, Science, Social Studies), and Secondary Education (Biology, Chemistry, English, Mathematics, and Comprehensive Social Studies) include all courses and field experiences required for full teacher certification by the S.C. State Department of Education. For areas of Secondary Education not listed as programs at USC Aiken, the student should consult with the Dean of the School of Education.

Certification

Teacher certification is granted by the SC Department of Education upon recommendation by the Dean of the School of Education. Prior to the internship, candidates are required to complete an on-line application for certification for the SC Department of Education **and** register for fingerprinting. Interns may not be recommended for state licensure until USC Aiken has received official verification that the appropriate examinations have been passed. Note: the processing of the certification forms requires 6-8 weeks after the recommendation form is received by the State Department.

Interns who earn a grade of D or F for Internship or Senior Seminar will not be recommended for certification.

Additional Areas of Certification

Individuals who are initially certified may "add-on" certification in other subject areas. Candidates should consult with their advisors or the Dean of the School of Education concerning specific requirements for "add-on" certification.

USCA LIFE

USCA LIFE (Learning is for Everyone) is a two-year postsecondary program for students with intellectual and developmental disabilities. Students earn the Promoting Academic, Community, & Employment Readiness (PACER) credential at program completion.

Each semester, USCA LIFE requires students to (1) complete at least one credit of USC Aiken coursework, (2) complete USCA LIFE-specific courses related to daily living skills, (3) get a job for 5-20 hours per week, and (4) participate in social activities and peer mentoring/tutoring. Students are full-time college students (see Program of Study chart). There is no option for less than full-time status during any semester. Students have access to all campus student services. Students live in on-campus dorms. A LIFE Resident Assistant (LRA) lives in each apartment to provide support related to independent living skills.

At program completion, students may be invited to complete an additional two years and enroll in the Leadership & Civic Engagement (LCE) program.

Admission

Application Requirements

Applicants submit an application specific for USCA LIFE (www.usca.edu/pacer-life). The application requires prospective students to provide information related to (1) diagnosed disability; (2) types of supports and services provided in K-12 schools; (3) education/school history; (4) employment history; and (5) present levels of support. Additionally, students complete a Student Questionnaire, and the parent/guardian completes a Personal Support Inventory. Applicants also provide the names and contact information for three references and submit their Individualized Education Plan and psychological evaluation outlining their intellectual functioning and adaptive skills.

Interview

Selected applicants are invited to participate in an interview as part of the admission process.

Program of Study

Students complete at least 1 credit of USC Aiken coursework each semester. They are required to complete a minimum of 4-credit hours by program completion of USC Aiken coursework.

Students complete 18 credit hours of USCA LIFE coursework by program completion. They also complete 18 credit hours of internship/employment coursework (including job training and coaching)

Additionally, students complete, at minimum, two hours of academic support/tutoring, two hours of independent living support, and two hours of social engagement each week.

1. USC Aiken Coursework 4-12

- a. Fall 1 (University 101 or equivalent) 1-3
- b. Spring 1 1-3
- c. Fall 2 1-3
- d. Spring 2 1-3

2. USCA LIFE Coursework 36

- a. Personal Responsibility I 3
- b. Personal Responsibility II 3
- c. Group Dynamics I 3
- d. Group Dynamics II 3
- e. College to Career I 3

f. College to Career II 3
g. Supportive Internship I 3
h. Supportive Internship II 3
i. Internship I 6
j. Internship II 6

3. Other Experiences

Additionally, students complete two hours of academic support/tutoring, two hours of independent living support, and two hours of social engagement each week.

Early Childhood Education

The Early Childhood Education Program provides preparation for teaching in preschool, kindergarten, and primary grades. The Early Childhood certificate permits teaching of grades Pre-K - 3 in primary and elementary schools of South Carolina. The program is planned to give undergraduates a broad liberal arts background together with a wide range of practical experiences in a variety of public and private early childhood settings.

Bachelor of Arts in Education
Major in Early Childhood Education

Total credit hours required: 120

1. General Education Requirements 31
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. School Requirements 15
- Mathematics 3
- Natural Sciences 3
- Social and Behavioral Sciences 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 70

A. Pre-Professional Education Requirements 25
- EDUC A110L or A210 1
- EDUC A300 3
- EDFN A321 3
- EDEC A211 3
- EDEC A256 3
- EDPY A235 3
- EDRD A218 3
- EDEX A200 3
- EDUC A245 3

B. Professional Education Requirements 45
- EDEC A411 3
- EDEC A435 4
- EDEC A436 4
- EDEC A540 3
- EDEC A542 3
- EDRD A522 3
- EDRD A523 3
- EDRD A524 4
- EDRD A525 3
- EDEC A469 12
- EDEC A476 3

4. Free Electives 4

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

Elementary Education

The Elementary Education Program provides preparation for teaching in public school grades 2-6. Each candidate is given practical experience with children of different age levels and in different types of public school settings.

Bachelor of Arts in Education
Major in Elementary Education

Total credit hours required: 120

1. General Education Requirements 31
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. School Requirements 15
- Mathematics 3
- Natural Sciences 3

- Social and Behavioral Sciences 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 71

A. Pre-Professional Education Requirements 25

- EDUC A110L or A210 1
- EDUC A245 3
- EDUC A300 3
- EDFN A321 3
- EDPY A235 3
- EDPY A330 3
- EDRD A218 3
- EDEX A200 3
- EDEL A225 3

B. Professional Education Requirements 46

- EDEL A431 4
- EDEL A432 4
- EDEL A441 3
- EDEL A443 4
- EDEL A445 3
- EDRD A421 3
- EDRD A422 4
- EDRD A423 3
- EDRD A430 3
- EDEL A470 12
- EDEL A476 3

4. Free Electives 3

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

Middle Level Education

The Middle Level Education program offers specialized preparation to work effectively with young adolescents in grades 5-8. Teacher candidates choose one subject area for specialization: English, Mathematics, Science, or Social Studies, with the option to pursue certification in a second content area. Teacher candidates learn and practice innovative teaching strategies and have opportunities to work directly with adolescents in local schools through diverse practicum placements, service projects, field trips, and internships. USC Aiken's middle level education degree is nationally recognized by the Association for Middle Level Education (AMLE).

Bachelor of Arts in Education
Major in Middle Level Education

Concentrations:

English

Mathematics

Science

Social Studies

Total credit hours required: 120-123

English Concentration

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 3
- Natural Sciences (with lab) 4
- PSYC A101 3

See full requirements on page 33.

2. School Requirements 15

- ENGL A291 (Non-western) 3
- Mathematics 3
- Natural Sciences 3
- Social or Behavioral Science 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 74

A. Pre-Professional Education Requirements 18

- EDUC A245 3
- EDPY A334. 3
- EDSE A312 3
- EDRD A318 3
- EDRD/ENGL A485 3
- EDFN A321 3

B. Professional Education Requirements 29

- EDUC A455 3
- EDRD A518 3
- EDSE A446 4
- EDSE A447 4
- EDSE A471 12
- EDSE A476 3

C. Subject Area Requirements 27

- ENGL A275 3
- ENGL A284 3
- ENGL A285 3
- ENGL A288 3
- ENGL A289 3
- ENGL A360 3
- ENGL A450 3
- ENGL A460 3
- Content Area Elective 3

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

Mathematics Concentration

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 3
- Natural Sciences (with lab) 4
- PSYC A101 3

See full requirements on page 33.

2. School Requirements 15

Courses in this section may also count towards Program Requirements hours.

- Mathematics 3
- Natural Sciences 3
- Social or Behavioral Science 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 77

A. Pre-Professional Education Requirements 18

- EDUC A245 3
- EDPY A334. 3
- EDSE A312 3
- EDRD A318 3
- EDRD/ENGL A485 3
- EDFN A321 3

B. Professional Education Requirements 29

- EDUC A455 3
- EDRD A518 3
- EDSE A446 4
- EDSE A450 4
- EDSE A471 12
- EDSE A476 3

C. Subject Area Requirements 30

- MATH A111 3
- MATH A112 3
- MATH A122 3
- MATH A221 3
- MATH A222 3
- MATH A503 3
- STAT A201 3
- Content Area Electives (min.) 9

These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

TOTAL hours required (min.) 123

[1] Must earn a grade of C or better.

Science Concentration

1. General Education Requirements 31

- BIOL A121 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 3
- PSYC A101 3

See full requirements on page 33.

2. School Requirements 16

Courses in this section may also count towards Program Requirements hours.

- MATH A111 3
- PHYS A201 4
- Social or Behavioral Science 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 73-75

A. Pre-Professional Education Requirements 18

- EDUC A245 3
- EDPY A334. 3
- EDSE A312 3
- EDRD A318 3
- EDRD/ENGL A485 3
- EDFN A321 3

B. Professional Education Requirements 29

- EDUC A455 3
- EDRD A518 3
- EDSE A446 4
- EDSE A453 4
- EDSE A471 12
- EDSE A476 3

C. Subject Area Requirements 26-28

- ASTR A111 4
- BIOL A122 4
- CHEM A101/A101L or A103 or A105 4
- GEOL A103 or A201 4
- PHYS A202 4
- Content Area Electives (min.) 6-8

These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

TOTAL hours required (min.) 120-122

[1] Must earn a grade of C or better.

Social Studies Concentration

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 3
- HIST A201 3
- Humanities (two areas) 6
- MATH A108 3
- Natural Sciences (with lab) 4
- PSYC A101 3

See full requirements on page 33.

2. School Requirements 15

- Mathematics 3
- Natural Sciences 3
- Social or Behavioral Science 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 74

A. Pre-Professional Education Requirements 18

- EDUC A245 3
- EDPY A334. 3
- EDSE A312 3
- EDRD A318 3
- EDRD/ENGL A485 3
- EDFN A321 3

B. Professional Education Requirements 29

- EDUC A455 3
- EDRD A518 3
- EDSE A446 4
- EDSE A449 4
- EDSE A471 12
- EDSE A476 3

C. Subject Area Requirements 27

- ECON A221 or A222 3
- GEOG A101 3
- GEOG A102 3
- HIST A102 3
- HIST A351 or A451 3
- HIST A202 or POLI A201 3
- Content Area Electives (min.) 9

These electives must be upper-level coursework above general education requirements. Middle-level education majors are encouraged to take 6-8 credit hours in a second content area for add on-certification.

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

Secondary Education

The Secondary Education Program prepares candidates for teaching in public school grades 9-12. Programs in the subject areas of biology, chemistry, English, mathematics, and comprehensive social studies provide subject-matter expertise and a comprehensive and balanced liberal arts background. Professional requirements of the curriculum offer several semesters of public school experience at the level of individual candidate interaction and for on-site experimentation with methods and materials of curriculum in a chosen certification area.

Secondary Education candidates transferring from a two-year institution will not receive transfer credit for courses considered upper division (300 level or above). In addition, transfer credit will not be granted for courses taken in which the prerequisites have not been observed.

Bachelor of Arts in Education
Major in Secondary Education

Concentrations:

Comprehensive Social Studies

English

Total credit hours required: 120

Comprehensive Social Studies Concentration

1. General Education Requirements 31
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 3
- HIST A201 3
- Humanities (two areas) 6
- MATH A108 3
- Natural Sciences (with lab) 4
- PSYC A101 3

See full requirements on page 33.

2. School Requirements 15
- Mathematics 3
- Natural Sciences 4
- Social or Behavioral Science 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 71

A. Pre-Professional Education Requirements 15
- EDUC A245 3
- EDSE A312 3
- EDRD A318 3
- EDFN A321 3
- EDPY A334 3

B. Professional Education Requirements 26
- EDRD A518 3
- EDSE A446 4
- EDSE A449 4
- EDSE A471 12
- EDSE A476 3

C. Subject Area Requirements 30
- ANTH A102 3
- ECON A221 3
- ECON A222 3
- GEOG A102 3
- GEOG A103 3
- HIST A102 3
- HIST A201 3
- HIST A202 3
- HIST above the 300-level 3
- POLI A122 3
- PSYC A320 or PSYC A340 3

4. Free Electives 3

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

English Concentration

1. General Education Requirements 31
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 3
- Natural Sciences (with lab) 4
- PSYC A101 3

See full requirements on page 33.

2. School Requirements 15
- Mathematics 3
- Natural Sciences 4
- Social or Behavioral Science 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 74

A. Pre-Professional Education Requirements 18
- EDUC A245 3
- EDSE A312 3
- EDRD A318 3
- EDRD/ENGL A485 3
- EDFN A321 3
- EDPY A434 3

B. Professional Education Requirements 26
- EDRD A518 3
- EDSE A446 4
- EDSE A447 4
- EDSE A471 12
- EDSE A476 3

C. Subject Area Requirements[2] 30
- ENGL A275 3

- ENGL A284 3
- ENGL A285 3
- ENGL A288 3
- ENGL A289 3
- ENGL A360 3
- ENGL A450 3
- ENGL A460 3
- American Literature (300-level or above) 3
- British Literature (300-level or above) 3

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

Bachelor of Science in Education
Major in Secondary Education

Concentrations:

Biology

Chemistry

Mathematics

Total credit hours required: 125-141

Biology Concentration

1. General Education Requirements 31

- BIOL A121 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 3
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. School Requirements[2] 16

- Mathematics 3
- Natural Sciences (with lab) 4
- Social or Behavioral Science 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 88

A. Pre-Professional Education Requirements 15

- EDUC A245 3
- EDSE A312 3
- EDRD A318 3
- EDFN A321 3
- EDPY A334 3

B. Professional Education Requirements 26

- EDRD A518 3
- EDSE A446 4
- EDSE A453 4
- EDSE A471 12
- EDSE A476 3

C. Subject Area Requirements[2] 47

- BIOL A122 4
- BIOL A320 4
- BIOL A350 4
- BIOL A370 4
- BIOL A325 or A360 4
- BIOL A316 or A528 4
- BIOL A498 4
- CHEM A111 4
- CHEM A112 4
- CHEM A331 and A331L 4
- MATH A122 3
- PHYS A201 4

TOTAL hours required (min.) 127

[1] Must earn a grade of C or better.

[2] Courses listed in section 3.C - Subject Area Requirements can also count toward section 2 - School Requirements.

Chemistry Concentration

1. General Education Requirements 31

- BIOL A121 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 3
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. School Requirements[2] 16

- Mathematics 3
- Natural Sciences (with lab) 4
- Social or Behavioral Science 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 104-105

A. Pre-Professional Education Requirements 15

- EDUC A245 3
- EDSE A312 3
- EDRD A318 3
- EDFN A321 3
- EDPY A334 3

B. Professional Education Requirements 26

- EDRD A518 3
- EDSE A446 4
- EDSE A453 4
- EDSE A471 12
- EDSE A476 3

C. Subject Area Requirements[2] 63-64

- BIOL A122 4
- BIOL A541 4
- CHEM A111 4
- CHEM A112 4
- CHEM A310 1
- CHEM A311 and A311L 4
- CHEM A321 and A321L 4
- CHEM A331 and A331L 4
- CHEM A332 and A332L 4
- CHEM A541 and A541L 4
- CHEM A542 and A542L 4
- CHEM A499 3
- and two of the three following courses: 8-9

  CHEM A511, A522, or A550
- MATH A111 or A122 3
- PHYS A201 4
- PHYS A202 4

TOTAL hours required (min.) 141

[1] Must earn a grade of C or better.

[2] Courses listed in section 3.C - Subject Area Requirements can also count toward section 2 - School Requirements.

Mathematics Concentration

1. General Education Requirements 31

- BIOL A121 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 3
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. School Requirements[2] 16

- Mathematics 3
- Natural Sciences (with lab) 4
- Social or Behavioral Science 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 87

A. Pre-Professional Education Requirements 15

- EDUC A245 3
- EDSE A312 3
- EDRD A318 3
- EDFN A321 3
- EDPY A334 3

B. Professional Education Requirements 26

- EDRD A518 3
- EDSE A446 4
- EDSE A450 4
- EDSE A471 12
- EDSE A476 3

C. Subject Area Requirements[2] 46

- MATH A111 3
- MATH A112 3
- MATH A141 4
- MATH A142 4
- MATH A174 3
- MATH A241 4
- MATH A242 4
- MATH A420 3
- MATH A503 3
- MATH A531 3
- MATH A544 3
- MATH A546 3
- MATH A554 3
- STAT A509 3

TOTAL hours required (min.) 126

[1] Must earn a grade of C or better.

[2] Courses listed in section 3.C - Subject Area Requirements can also count toward section 2 - School Requirements.

Special Education

The Special Education program offers specialized coursework and experiences to assess, plan, and teach students with mild to moderate disabilities in grades K-12. Teacher candidates learn and practice (a) how to plan and implement evidence-based strategies related to content areas (e.g., reading, math, science and social studies), (b) effective assessment methods, (c) classroom and behavior management techniques, and (d) how to collaborate with professionals and families. Experiences include practicum placements in K-12 schools in various settings including resource and self-contained special education classrooms.

Bachelor of Arts in Special Education

Total credit hours required: 120

1. General Education Requirements 31

- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- Math/Statistics/Logic 3
- Natural Sciences (with lab) 4
- Social and Behavioral Sciences 3

See full requirements on page 33.

2. School Requirements 15

- Mathematics 3
- Natural Sciences 3
- Social and Behavioral Sciences 3
- Foreign Language or Humanities 3
- Humanities, Fine Arts, Math/Stats/Logic, Natural Sciences, Social/Behavioral Sciences, or Foreign Languages 3

3. Program Requirements[1] 73

A. Pre-Professional Education Requirements 13

- EDUC A110L or A210 1
- EDFN A321 3
- EDEX A200 3
- EDPY A330 or PSYC A310 3
- EDEX A336 3

B. Professional Education Requirements 61

- EDEX A403 3
- EDEX A424 3
- EDEX A451 3
- EDEX A440 3
- EDEX A452 3
- EDEX A453 3
- EDEX A454 3
- EDEX A455 3
- EDRD A430 3
- EDRD A422 4
- EDEX A456 3
- EDEX A457 6
- EDRD A421 3
- EDRD A423 3
- EDEX A472 12
- EDEX A476 3

TOTAL hours required (min.) 120

[1] Must earn a grade of C or better.

Palmetto College Special Education/ Multicategorical Degree Completion Program

The Palmetto College is a collaborative online upper-level degree completion program which utilizes the resources of the USC system's four regional campuses (Lancaster, Salkehatchie, Sumter, and Union) and four senior campuses (Aiken, Beaufort, Columbia, and Upstate). Generally speaking, students who have completed a minimum of 60 hours of transferable coursework will be eligible to apply for admission to one of the senior campuses as a Palmetto College student. Those admitted as Palmetto College students may not be concurrently enrolled in another degree program at the same time or another USC senior campus.

The School of Education at USC Aiken offers a Council for the Accreditation of Educator Preparation (CAEP) accredited online degree program in Special Education/Multicategorical through the Palmetto College program. Students who have been admitted to USC Aiken as a Palmetto College education major will be able to complete all upper-level requirements for the Bachelor of Arts in Special Education degree online. The curriculum and degree requirements for the Palmetto College education major are exactly the same as those prescribed for the full four-year Special Education program offered by USC Aiken. Accordingly, Palmetto College education majors must fulfill all USC Aiken general education and major requirements listed elsewhere in this Bulletin. Students who successfully complete the Palmetto College Special Education/Multicategorical Degree Completion Program will receive the Bachelor of Arts in Special Education degree from USC Aiken. For more information on the Education Degree Completion Program, please contact the USC Aiken Palmetto College Program Coordinator at (803) 641-3595.

Minor in Educational Studies

The minor in educational studies provides undergraduates in any major the opportunity to explore the various issues, policies, and forces that shape education as well as explore careers in education. This minor does **NOT** lead to certification.

Required 15

- EDFN A321 Dynamics of American Public Education 3
- EDPY A235 Introduction to Educational Psychology 3

  or EDPY A334 Adolescent Development

- EDEX A200 Introduction to People with Exceptionalities 3
  or EDSE A312 Diverse Learners
- EDUC A245 Technology Integration for Teaching & Learning 3
  or EDEX A440 Assistive Tech. for Diverse Learners
- EDRD A218 Children's Literature 3
  or EDRD A485 Adolescent Literature
  or EDRD A318 Foundations in Reading and Assessment

Electives 3-4

Choose one or more from the following as needed.

- EDUC A210 Clinical Observation & Analysis 1
- EDPY A330 Life-Span Growth and Development 3
- EDEC A211 Family Life Education & Professional Practice ... 3
- EDEC A256 Physical Education & Health in Early Childhood 3
  or EDEL A225 Physical Education and Health in Elementary Education
- EDUC A399 Independent Study 1-3
- EDUC A599 Special Studies in Education 1-3

Total hours required (min.) 18

Course Descriptions

Early Childhood Education (EDEC)

EDEC A211 **Family Life Education and Professional Practice. (3)** This course examines professional practices in early childhood education, including advocacy, ethics, and philosophical foundations. Using an ecological systems framework, students explore strategies for fostering positive, collaborative home-school relationships and supporting families in ways that promote child development and well-being.

EDEC A256 **Physical Education and Health in Early Childhood. (3)** This course explores developmentally appropriate approaches to teaching physical education and promoting health in early childhood settings. Students learn strategies to support motor skill development, movement exploration, and active play, while fostering healthy habits and overall well-being. Emphasis is placed on integrating physical activity and health concepts into daily routines, creating safe and inclusive environments, and collaborating with families to support young children's holistic development.

EDEC A320 **Introduction to Early Childhood Special Education (3).** This course provides an overview of early childhood special education for children ages birth-five. A survey of the abilities of young children will be explored including communication, cognitive development, motor skills, sensory issues, health impairments, and adaptive abilities.

EDEC A321 **Assessment of Young Children with Disabilities (3).** Young children with special needs may need to be screened for potential developmental delays and medical referrals. This course will explore such screening instruments as well as assessment tools for monitoring a child's progress.

EDEC A322 **Procedures for Working with Young Children with Disabilities (3).** Developing the Individualized Family Service Plan (IFSP) and Individual Education Program (IEP) provides the framework for working with young children with special needs in a variety of settings. Laws affecting the work of early childhood special education will be discussed as well as the collaborative nature of this field.

EDEC A323 **Social and Emotional Development and Guidance for Young Children with Disabilities (3).** This course will explore the social and emotional development of young children and relevant guidance strategies for a variety of settings.

EDEC A324 **Practicum Field Experience in Early Childhood Special Education (3).** Students will participate in a supervised field experience in a setting with young children with identified special needs. These settings may include early intervention programs such as Head Start/Early Head Start, 4K, and public school programs for young children with special needs, as well as home visits. The practicum experience will include at least 30 hours of field experience.

EDEC A411 **Child Development and Foundations in Early Learning. (3)** (Prereq: admission to Professional Program in Education or permission from the Dean) Child Development and Foundations in Early Learning will include an overview of the field of early childhood education which spans the ages of birth through eight. Child development spanning this age range and foundations of learning will be explored. A variety of programs work with children in this age range including child care, Head Start, parent education, preschool, and public school. This course will survey the state and federal programs which work with children of this age. Candidates who earned credit for EDEC A210 may not earn credit for EDEC A411.

EDEC A435 **Math Experiences in Early Childhood Education. (4)** (Prereq: Admission to Professional Program in Education or permission from the Dean) This content methods course is designed to equip future teachers with the knowledge and skills to effectively teach mathematics in grades K - 3. Content is pedagogy-focused, grounded in research-based instructional practices focusing on conceptual understanding utilizing a variety of tools for teaching and learning. The course emphasizes developmentally appropriate experiences, learning activities, materials, and equipment to aid the development of math concepts in young children Observation and active participation are required in clinical experiences. Candidates complete a practicum in an early childhood setting with opportunities to teach mathematics lessons and receive feedback.

EDEC A436 **Social Studies and Science in Early Childhood Education. (4)** (Prereq: admission to Professional Program in Education or permission from the Dean) This methods course includes basic content in the academic areas of social studies and science as they are presented to pre-primary and primary children. Developmentally appropriate experiences, learning activities, materials, and equipment, as well as multicultural influences and needs of exceptional children are addressed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is

required with a focus on social studies and science learning experience, materials, and equipment.

EDEC A469 **Internship in Early Childhood Education. (12)** (Prereq: admission to Professional Program in Education and Internship.) Student teaching provides teacher candidates with a rigorous, immersive, collaborative, and sustained experience in a public middle or high school. Teacher candidates are expected to model ethical conduct, professionalism, and reflective practice while integrating seamlessly into the classroom and school community. Working closely with a cooperating teacher, candidates engage in collaborative planning, sustained independent teaching, make data-driven decisions that support student growth, and participate in a feedback cycle with their mentor teacher and university supervisor. Through this combination of professionalism, collaboration, and instructional innovation, growth, and reflection, student teachers develop the competencies and dispositions required for effective public-school teaching.

EDEC A476 **Senior Seminar. (3)** (Coreq: EDEC A469) Senior Seminar is a capstone experience designed to synthesize candidates' pedagogical and professional knowledge while preparing them for the realities of their own classrooms. Throughout the course, students complete a comprehensive Student Learning Objective (SLO) that demonstrates their ability to design, implement, assess, and reflect upon standards-based instruction. Student teachers engage in scenario-based discussions that strengthen professional judgment and problem-solving skills. Regular conversations with guest speakers - veteran teachers, administrators, and other practitioners - provide practical insight into the expectations and complexities of the profession.

EDEC A540 **Child Study and Assessment. (3)** (Prereq: admission to Professional Program in Education or permission from the Dean) A study of the physical, emotional, intellectual, and social components of development, prenatal through age eight, and its relationship to the education of the young child birth - eight will be explored. Various methods of assessing development and learning will be addressed.

EDEC A542 **Environmental Design and Classroom Management in Early Childhood Education. (3)** (Prereq: admission to Professional Program in Education or permission from the Dean) This course explores the relationship between physical environments and effective classroom management in early childhood settings. Students examine how thoughtfully designed spaces, materials, and routines support young children's social, emotional, cognitive, and physical development. Emphasis is placed on creating safe, inclusive, and engaging learning environments that foster exploration, autonomy, and positive behavior. Students learn developmentally appropriate strategies for organizing classroom layouts, selecting materials, establishing routines, and implementing proactive management techniques that encourage cooperation and self-regulation.

EDEC A544 **Language, Literacy, and the Arts. (4)** (Prereq: admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block: EDEC A410, EDEC A542, EDRD A520) This methods course will explore instruction related to the English Language Arts standards focusing on oral and written language. Creative Arts will be used as a strategy for enhancing literacy. Strategies for addressing the diverse needs of students including English language learners will be discussed. Supervised clinical experience in an early childhood setting is required. Observation and participation in classroom setting is required with a focus on literacy. Lesson plans will be implemented and evaluated.

Elementary Education (EDEL)

EDEL A225 **Teaching Health and PE in the Elementary School. (3)** This course examines current data, state laws, and developmentally appropriate approaches to teaching physical education, health, and nutrition in elementary settings. In South Carolina, elementary teachers must provide opportunities for structured and unstructured physical activity each week to meet state requirements. Strategies to support motor skill development, movement exploration, and physical fitness while promoting lifelong healthy habits are explored. Emphasis is placed on integrating physical activity into the classroom to engage kinesthetic learners and promote wellness.

EDEL A430 **Creative Arts in the Elementary School. (3)** Methods, techniques, and materials for using art, music, and drama in the elementary classroom as a means of increasing effectiveness of instruction.

EDEL A431 **Teaching Mathematics in the Elementary School. (4)** (Prereq: Admission to Professional Program in Education or permission from the Dean; completion of at least three credit hours of math) This content methods course is designed to equip future teachers with the knowledge and skills to effectively teach mathematics in grades 2-6. Content is pedagogy-focused and grounded in research-based instructional practices. The course emphasizes how to design and implement innovative lessons, promoting procedural fluency and conceptual understanding utilizing a variety of tools for teaching and learning. Observation and active participation are required in clinical experiences. Candidates complete a practicum in an elementary classroom with opportunities to teach mathematics lessons and receive feedback.

EDEL A432 **STEM: Science, Technology, Engineering, and Math in the Elementary School. (4)** (Prereq: Admission to Professional Program in Education or permission from the Dean, completion of at least four credit hours of natural or physical science; Coreq: Junior Block) This course explores the integration of science, technology, engineering, and mathematics (STEM) in elementary classrooms. Students examine developmentally appropriate strategies and materials to foster inquiry, problem-solving, and critical thinking through hands-on learning. Emphasis is placed on designing lessons supported by engaging activities that promote curiosity and understanding across STEM disciplines. Candidates complete a practicum in an elementary classroom with opportunities to teach lessons and receive feedback.

EDEL A434 **Teaching Language Arts in the Elementary School. (3)** (Prereq: EDRD A218 and Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) Materials and programs for teaching language arts in the elementary school with emphasis on communication skills.

EDEL A441 **Classroom Management. (3)** (Prereq: Admission to Professional Program in Education or permission from the Dean) This course introduces research-based approaches to creating positive and productive elementary classrooms. Candidates examine strategies for building relationships, establishing routines, supporting student engagement, and responding effectively to challenging behaviors. Emphasis is placed on understanding the functions of behavior, promoting equitable learning environments, and using restorative practices and other evidence-based methods to support diverse learners. Candidates apply course concepts through planning, observation, and reflective practice in elementary settings.

EDEL A443 **Teaching Social Studies in the Elementary School. (4)** (Prereq: Completion of three hours of history, Admission to Professional Program in Education or permission from the Dean) Materials and programs for teaching social studies in the elementary school. Supervised clinical experience in an elementary education classroom. Observations and participation are required with a focus on the teaching of social studies and the materials used to enhance student learning.

EDEL A445 **Classroom Assessment. (3)** (Prereq: EDPY A330, EDPY A235, Admission to Professional Program in Education or permission from the Dean) Candidates will explore the purposes, types, and methods of diagnostic, formative, and summative assessments with an emphasis on using assessment data to inform instruction, monitor student learning, and measure growth.

EDEL A470 **Internship in the Elementary School. (12)** (Prereq: Admission to the Professional Program in Education and to the Teaching Internship; Coreq: EDEL A476). Student teaching provides teacher candidates with a rigorous, immersive, collaborative, and sustained experience in a public middle or high school. Teacher candidates are expected to model ethical conduct, professionalism, and reflective practice while integrating seamlessly into the classroom and school community. Working closely with a cooperating teacher, candidates engage in collaborative planning, sustained independent teaching, make data-driven decisions that support student growth, and participate in a feedback cycle with their mentor teacher and university supervisor. Through this combination of professionalism, collaboration, and instructional innovation, growth, and reflection, student teachers develop the competencies and dispositions required for effective public-school teaching.

EDEL A476 **Senior Seminar. (3)** (Coreq: EDEL A470) Senior Seminar is a capstone experience designed to synthesize candidates' pedagogical and professional knowledge while preparing them for the realities of their own classrooms. Throughout the course, students complete a comprehensive Student Learning Objective (SLO) that demonstrates their ability to design, implement, assess, and reflect upon standards-based instruction. Student teachers engage in scenario-based discussions that strengthen professional judgment and problem-solving skills. Regular conversations with guest speakers - veteran teachers, administrators, and other practitioners - provide practical insight into the expectations and complexities of the profession.

Educational Technology (EDET)

EDET A503 **Design and Development Tools I. (3)** Study of multimedia elements (e.g., graphics, animation, audio, and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored.

EDET A552 **Design and Evaluation of Games and Simulations. (3)** Application of instructional design criteria to computer and non-computer interactions. Analyses include requisite cognitive processes, affective outcomes, and ethical standards. Design and formative testing of interactive exercises.

Exceptional Learner (EDEX)

EDEX A200 **Introduction to People with Exceptionalities. (3)** A survey of the history of special education, the current legal guidelines with emphasis on public school mandates, and the various types of exceptionalities: definitions, classifications, identification, prevalences, causes, characteristics, and educational needs, including inclusion in general education classrooms.

EDEX A336 **Planning Effective Instruction for Students with Disabilities. (3)** (Prereq: Grade of C or better in EDEX A200 or permission from the Dean) This course will explore how to teach students with exceptionalities using evidence-based practices. Lesson planning and instructional designs will also be explored. Additionally, instructional plans that meet the diverse needs of learners and utilize evidence-based practices will be developed.

EDEX A401 **Introduction to High Incidence Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A401P) This course is a survey of people with learning disabilities, emotional and/or behavioral disorders, and intellectual disabilities. Emphasis will be placed on characteristics, definition, and etiology of the aforementioned disabilities.

EDEX A401P **Practicum in High Incidence Disabilities. (1)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A401) This course will provide observation, participation, and/or teaching experiences with people with learning disabilities, emotional and/or behavioral disorders, and intellectual disabilities.

EDEX A402 **Autism, Traumatic Brain Injury, and Severe Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This

course investigates issues including parent and teacher education, research pertaining to classroom instruction, group and individual instruction, and advances in treatment of individuals who have autism, traumatic brain injury, or severe disabilities.

EDEX A403 **Assessment of People with Exceptionalities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course is an exploration of assessment practices from initial screening by classroom teachers to interpretation of professional evaluations. Candidates will practice administering, scoring, and interpreting assessment instruments.

EDEX A403P **Practicum in Assessment of People with Exceptionalities. (1)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course will provide practical observation and practice regarding assessing students with exceptionalities in an educational setting. Candidates will be required to administer, score, and interpret assessments for students with exceptionalities.

EDEX A404 **Collaboration and Inclusion. (3)** (Prereq: EDEX A200 and Admission to the Professional Program or permission from the Dean) Inclusion will be analyzed from its origins in the Regular Education Initiative through model inclusionary programs. Topics such as collaboration, co-teaching, supervising paraprofessionals, legal issues, placements, educational approaches, and family involvement will be discussed.

EDEX A405 **IEP Development and Transitioning. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course will provide candidates with the necessary federal and state references, a guide for developing an Individualized Education Program (IEP), and a process for writing annual goals and short-term objectives that meet federal and state requirements. The course will also include strategies helpful in the transition process as students move from school to work environments.

EDEX A410 **Introduction to People with Intellectual Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) A survey of people with intellectual disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with intellectual disabilities in the least restrictive environment.

EDEX A414 **Methods and Materials in High Incidence Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course will provide an exploration of methods and materials used for teaching people with learning disabilities, emotional and/or behavioral disorders, or intellectual disabilities.

EDEX A415 **Methods and Materials for Teaching People with Intellectual Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) Methods and materials related to the development of adaptive behaviors and academic skills for people with intellectual disabilities, including the development of Individualized Education Programs.

EDEX A415P **Practicum in the Instruction of People with Intellectual Disabilities. (1-3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course provides field experiences in the application of methods and materials for students with intellectual disabilities.

EDEX A416 **Adapting Mathematics and Science Curricula. (3)** (Prereq: Grades of C or better in the two required math courses, EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A416P) This course includes the basic content of the inquiry areas of mathematics and science as they are taught to students with exceptionalities. Appropriate methods to teach mathematics and science concepts will be presented in this course. Candidates will also learn how to make classroom accommodations for students with exceptionalities.

EDEX A416P **Practicum in Adapting Mathematics and Science Curricula. (1)** (Prereq: Grades of C or better in the two required math courses, EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A416) This course will provide practical observation, participation, and teaching experiences in the areas of mathematics and science with students with exceptionalities.

EDEX A417 **Adapting Language Arts and Social Studies Curricula. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A417P) This course includes the basic content of the academic areas of language arts and social studies as they are taught to students with exceptionalities. Appropriate methods to teach language arts and social studies curricula will be presented in this course. Candidates will also learn how to make classroom accommodations for students with exceptionalities.

EDEX A417P **Practicum in Adapting Language Arts and Social Studies Curricula. (1)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean; Coreq: EDEX A417) This course will provide practical observation, participation, and teaching experiences in the areas of language arts and social studies with students with exceptionalities.

EDEX A420 **Introduction to Learning Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professinal Program in Education or permission from the Dean) A survey of people with learning disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with learning disabilities in the least restrictive environment.

EDEX A420P **Practicum in the Instruction of People with Learning Disabilities. (1-3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course provides field experiences in the application of methods and materials for students with learning disabilities.

EDEX A424 **Behavior Intervention and Management. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course provides methods for

planning, implementing, and evaluating appropriate and effective behavior management programs for students with exceptionalities.

EDEX A424P **Practicum in Behavior Intervention and Management. (1)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course will provide practical observation, participation, and teaching experiences with students with exceptionalities. Candidates will be required to plan, implement, and evaluate a behavior intervention program for students with exceptionalities.

EDEX A425 **Methods and Materials for Teaching People with Learning Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) Methods and materials related to the development of adaptive behaviors and academic skills for people with learning disabilities, including the development of Individualized Education Programs.

EDEX A425P **Practicum in Teaching People with Learning Disabilities. (1-3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course provides field experiences in the application of methods and materials for students with learning disabilities.

EDEX A427 **Teaching Reading in General Education and Special Education. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) Study of methods of reading instruction used by P-12 learners with and without disabilities. (Spring only)

EDEX A430 **Characteristics of People with Emotional and/or Behavioral Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) A survey of people with emotional and/or behavioral disorders, including historical treatment, etiology, characteristics, methods of diagnosis, and teaching individuals with emotional and/or behavioral disorders in the least restrictive environment.

EDEX A435 **Methods and Materials for Teaching People with Emotional and/or Behavioral Disabilities. (3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) Methods and procedures related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with emotional and/or behavioral disorders, including the development of Individualized Education Programs.

EDEX A435P **Practicum in the Instruction of People with Emotional and/or Behavioral Disabilities. (1-3)** (Prereq: EDEX A200 and Admission to the Professional Program in Education or permission from the Dean) This course provides field experiences in the application of methods and materials for students with emotional and/or behavioral disabilities.

EDEX A440 **Assistive Technology for Diverse Learners. (3)** This is an introductory course intended to expose students to a variety of technologies used by and with persons with exceptionalities. Students will gain hands-on skills in designing technology-based instructional materials for students with a wide range of exceptionalities. A focus on Universal Design for Learning is at the core of this course, with a goal of providing students with the ability to adapt technology, instruction, and assessment to meet a range of student needs.

EDEX A451 **Communication & Language Development. (3)** (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore communication and language development in students throughout the lifespan. This includes methods to teach writing (K-12) to students with disabilities. Evidence-based practices will be explored and implemented. Topics include the process approach to writing, spelling, and handwriting throughout K-12 grades. Analyzing data to make instructional-based decisions will also be practiced.

EDEX A452 **Teaching Reading to Students with Disabilities. (3)** (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore methods to teach reading (K-12) to students with disabilities. Evidence-based practices will be explored and implemented. Topics include teaching phonics, fluency, comprehension, and vocabulary throughout K-12 grades. Analyzing data to make instructional-based decisions will also be practiced. Additionally, students will participate in a practicum to practice the skills related to planning and implementing effective instruction to diverse learners.

EDEX A453 **Collaboration, Families, & Early Intervention. (3)** (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore the impact of families on the diagnosis and acceptance of disabilities, as well as ways to collaborate with families. Collaboration with other professionals will also be explored including co-teaching methods. Early intervention services and ethics will be analyzed.

EDEX A454 **Teaching Math to Students with Disabilities. (3)** (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore methods to teach math (K-12) to students with disabilities. Evidence-based practices will be explored and implemented. Academic content includes the following topics: numbers and operations, place value, geometry, measurement, decimals, fractions, problem solving, and skills on how to adapt these standards to teach diverse learners. Analyzing data to make instructional-based decisions will also be practiced. Additionally, students will participate in a practicum to practice the skills related to planning and implementing effective instruction to diverse learners.

EDEX A455 **Social Studies & Science Methods for Students with Disabilities. (3)** (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore methods to teach science and social studies content (K-12) to students with disabilities. Evidence-based practices will be explored and analyzed to meet the needs of various learners.

EDEX A456 **Secondary Methods & Transition. (3)** (Prereq: Admission to the Professional Program or permission from the Dean) This course will explore teaching methods for middle and high school students with disabilities. Evidence-based practices will be explored, as well as transition services and writing Individualized Education Plans (IEPs). Topics

include study skills, transition services, community settings, postsecondary life, IEPs, and transition plans.

EDEX A457 **Practicum in High & Low Incidence Disabilities. (6)** (Prereq: Grade of C or better in EDEX A403, EDEX A424, EDEX A451, EDEX A452, and EDEX A454; Admission to the Professional Program or permission from the Dean) Practicum observation and teaching in the public schools under the supervision of certified special education teachers and university personnel, which will include field experiences in the application of methods and materials for teaching students with high and low incidence disabilities. Experiences will be in diverse settings (e.g., co-taught inclusion, resources, and self-contained classrooms) and will prepare students for a semester-long internship.

EDEX A472 **Internship in Special Education. (12)** (Prereq: Admission to the Professional Program in Special Education and Admission to Internship in Special Education; Coreq: EDEX A476) Student teaching provides teacher candidates with a rigorous, immersive, collaborative, and sustained experience in a public middle or high school. Teacher candidates are expected to model ethical conduct, professionalism, and reflective practice while integrating seamlessly into the classroom and school community. Working closely with a cooperating teacher, candidates engage in collaborative planning, sustained independent teaching, make data-driven decisions that support student growth, and participate in a feedback cycle with their mentor teacher and university supervisor. Through this combination of professionalism, collaboration, and instructional innovation, growth, and reflection, student teachers develop the competencies and dispositions required for effective public-school teaching.

EDEX A476 **Senior Seminar. (3)** (Prereq: Admission to the Professional Program in Special Education and Admission to Internship in Special Education; Coreq: EDEX A472) Senior Seminar is a capstone experience designed to synthesize candidates' pedagogical and professional knowledge while preparing them for the realities of their own classrooms. Throughout the course, students complete a comprehensive Student Learning Objective (SLO) that demonstrates their ability to design, implement, assess, and reflect upon standards-based instruction. Student teachers engage in scenario-based discussions that strengthen professional judgment and problem-solving skills. Regular conversations with guest speakers - veteran teachers, administrators, and other practitioners - provide practical insight into the expectations and complexities of the profession.

EDEX A499 **Special Topics in Special Education. (3)** Intensive consideration of special topics.

Foundations of Education (EDFN)

EDFN A321 **Dynamics of American Public Education. (3)** This course provides an in-depth examination of the historical, philosophical, social, and legal foundations that have shaped K–12 education in the United States. Students analyze major educational theories, the evolution of schooling, and the cultural and political forces that continue to influence contemporary educational practice. Key topics include equity and diversity, culturally responsive pedagogy, and current issues affecting schools and the teaching profession.

Educational Psychology (EDPY)

EDPY A235 **Introduction to Educational Psychology. (3)** This course examines psychological principles and theories that inform effective teaching and learning. Topics include cognitive, social, and emotional development; theories of learning and motivation; and research-based best practices to support and challenge individual differences in educational settings. Emphasis is placed on applying psychological theory to instructional practices that foster curiosity, self-regulation, and positive relationships in developmentally appropriate, inclusive learning environments.

EDPY A330 **Lifespan Growth and Development. (3)** This foundational course examines major theories and key concepts of human growth and development across the lifespan. Students explore physical, cognitive, social, emotional, and personality development from infancy through adulthood and aging, highlighting the dynamic relationships among biological, psychological, and environmental factors. Emphasis is placed on applying this knowledge to classroom practice, using developmental insights to guide instructional strategies and support the growth of all learners.

EDPY A333 **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 A334 **Introduction to Adolescent Growth and Development. (3)** This foundational course is designed to introduce concepts, principles, theories, and research about adolescent development, including the patterns of cognitive, physical, social, and emotional growth during this unique period in the lifespan. The focus is on understanding the distinctive needs of young adolescents and applying that knowledge to create a healthy, respectful, inclusive, supportive, challenging, and developmentally responsive learning environment. This course features a practicum in which teacher candidates partner with a young adolescent on a service-learning project.

Reading and Literature (EDRD)

EDRD A218 **Children's Literature. (3)** (Prereq: Grade of C or better in ENGL A102) This course is an intensive overview of children's literature by genre, literary and illustrative quality, history, diversity, engagement, and criticality with emphasis cross-cultural literary traditions. Students learn the foundational theories of the science of reading and how to integrate cross curricular teaching through

children's literature. Reading interests of children and their curricular and developmental needs for literature are explored. The course presents information in the field of children's literature including authors, illustrators, and appropriate reference materials from around the world. Students develop the ability to evaluate and select high quality texts that reflect diverse experiences and perspectives.

EDRD A318 **Foundations in Reading and Assessment in the Middle and High School. (3)** This course provides an overview of the theoretical and evidence-based foundations of reading in middle level and secondary education. Major theoretical perspectives of cognitive, linguistic, motivational, and sociocultural foundations of reading and writing will be examined. Additional study of formal and informal assessment instruments and strategies and their application in measuring and monitoring student learning will occur. Seminars and group discussions are held. This course aligns with Read to Succeed Legislation (SCDE Literacy Competencies) requirements for pre-service teachers.

EDRD A421 **Assessment, Evaluation, & Progress Monitoring in Reading and Writing Instruction. (3)** (Prereq: Admission to Professional Program in Education or permission from the Dean) This course prepares candidates to select, administer, and interpret a range of literacy assessment tools to plan, monitor, and evaluate instruction. Candidates will participate in PLCs to reflect on instructional effectiveness and apply MTSS processes to make data-informed instructional decisions. They will also learn to differentiate instruction for diverse learners, including those with dyslexia, and to communicate assessment results and progress with families and stakeholders. This course includes a practicum where candidates will administer and analyze literacy assessments and implement research-based literacy interventions to young learners. This course aligns with the Science of Reading and Read to Succeed Legislation (SCDE Literacy Competencies) requirements for preservice teachers.

EDRD A422 **Instructional Practices in Teaching Reading and Writing. (4)** (Prereq: Admission to Professional Program in Education or permission from the Dean) The purpose of this course is to integrate science of reading principles into evidence-based instructional practices to support literacy learning in elementary classrooms. Emphasis is placed on the components of reading and writing within the framework of the South Carolina College- and Career-Ready English Language Arts Standards. Candidates will learn how to create a literate environment, select materials, and design instruction within an integrated, comprehensive, systematic, and scientifically based curriculum. Practicum experience will allow candidates to implement instructional strategies in elementary school contexts. This course aligns with Read to Succeed Legislation (SCDE Literacy Competencies) requirements for pre-service teachers.

EDRD A423 **Content Area Standards, Curriculum, & Instruction for Teaching Reading and Writing.** (3) (Prereq: Admission to Professional Program in Education or permission from the Dean) This course will focus on how reading and writing support content learning in elementary classrooms. Candidates will explore strategies to build content knowledge through comprehension, vocabulary, text complexity, critical thinking, discussion, and writing. Emphasis will also include strategies to make content accessible and comprehensible for all learners to access grade-level content standards, including multilingual learners and immigrant students. This course aligns with Read to Succeed Legislation (SCDE Literacy Competencies) requirements for pre-service teachers.

EDRD A430 **Foundational Knowledge in Teaching Reading and Writing. (3)** (Prereq: Admission to Professional Program in Education or permission from the Dean) This course provides an overview of the theoretical and scientifically based foundations of language and literacy development in young children, so candidates can articulate their own beliefs about effective early literacy instruction. Candidates will examine the progression of foundational skills, the factors and perspectives that influence language and literacy development, and evidence-based methods for teaching reading and writing in elementary classrooms. This course will also emphasize language structure, acquisition, and variance. This course aligns with Read to Succeed Legislation (SCDE Literacy Competencies) requirements for pre-service teachers. (Spring only)

EDRD A485 **Adolescent Literature. (3) [=ENGL A485]** This course examines literature written for and about adolescents, focusing on texts that reflect diverse identities, experiences, and perspectives. Students explore major themes, genres, and narrative techniques while analyzing the social, cultural, and developmental contexts that influence adolescent reading. Emphasis is placed on strategies for integrating adolescent literature into educational settings to promote critical thinking, engagement, and meaningful connections.

EDRD A518 **Content Area Reading and Writing in the Middle and High School. (3)** (Prereq: Admission to Professional Program in Education or permission from the Dean) This course focuses on the study of foundational knowledge of content area literacy. This course also provides pre- service teachers with the necessary strategies and materials to facilitate Middle Level and Secondary students' skills in the content areas. This course aligns with Read to Succeed Legislation (SCDE Literacy Competencies) requirements for pre-service teachers.

EDRD A520 **Literacy Instruction for the Early Grades. (4)** (Prereq: EDRD A218 and Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block) This course will focus on the study of the various approaches to literacy instruction and the place of literacy in the curriculum. A supervised classroom and clinical experiences in teaching literacy in the early grades is required.

EDRD A521 **Literacy Assessment in the Early Grades. (3)** (Prereq: EDRD 520 and Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block) A case study analysis of a student's reading ability will provide the context for this exploration of methods to support struggling readers.

EDRD A522 **Foundational Knowledge in Teaching Reading and Writing in Early Childhood. (3)**. (Prereq:

Admission to Professional Program in Education or permission from the Dean) This course provides an overview of the theoretical and scientifically based foundations of language and literacy development in young children, so candidates can articulate their own beliefs about effective early literacy instruction. Candidates will examine the progression of foundational skills, the factors and perspectives that influence language and literacy development, and evidence-based methods for teaching reading and writing in early childhood classrooms. This course will also emphasize language structure, acquisition, and variance. This course aligns with Read to Succeed Legislation (SCDE Literacy Competencies) requirements for pre-service teachers.

EDRD A523 **Content Area Standards, Curriculum, & Instruction for Teaching Reading and Writing in Early Childhood. (3)** (Prereq: Admission to Professional Program in Education or permission from the Dean) This course will focus on how reading and writing support content learning in early childhood classrooms. Candidates will explore strategies to build content knowledge through comprehension, vocabulary, text complexity, critical thinking, discussion, and writing. Emphasis will also include strategies to make content accessible and comprehensible for all learners to access grade-level content standards, including multilingual learners and immigrant students. This course aligns with Read to Succeed Legislation (SCDE Literacy Competencies) requirements for pre-service teachers.

EDRD A524 **Instructional Practices in Teaching Reading and Writing in Early Childhood. (4)** (Prereq: Admission to the Professional Program or permission from the Dean) The purpose of this course is to integrate science of reading principles into evidence-based instructional practices to support literacy learning in early childhood classrooms. Emphasis is placed on the components of reading and writing within the framework of the South Carolina College- and Career-Ready English Language Arts Standards. Candidates will learn how to create a literate environment, select materials, and design instruction within an integrated, comprehensive, systematic, and scientifically based curriculum. Practicum experience will allow candidates to implement instructional strategies in early childhood classrooms. This course aligns with Read to Succeed Legislation (SCDE Literacy Competencies) requirements for pre-service teachers.

EDRD A525 **Assessment, Evaluation, and Progress Monitoring in Reading and Writing Instruction in Early Childhood. (3)** (Prereq: Admission to Professional Program in Education or permission from the Dean) This course prepares candidates to select, administer, and interpret a range of literacy assessment tools to plan, monitor, and evaluate instruction. Candidates will participate in PLCs to reflect on instructional effectiveness and apply MTSS processes to make data-informed instructional decisions. They will also learn to differentiate instruction for diverse learners, including those with dyslexia, and to communicate assessment results and progress with families and stakeholders. This course includes a practicum where candidates will administer and analyze literacy assessments and implement research-based literacy interventions to young learners. This course aligns with the Science of Reading and Read to Succeed Legislation (SCDE Literacy Competencies) requirements for preservice teachers.

Secondary Education (EDSE)

EDSE A311 **Introduction to Adolescent Education. (2)** (Prereq: Second Semester Freshman Status) A historical overview of learning experiences, materials, and equipment. Seminars and group discussions included. Candidates will complete a minimum of 40 hours in the middle or high school classroom. Also open to degreed students seeking certification. (Fall only)

EDSE A312 **Teaching Diverse Populations in the Middle and High School. (3).** This course promotes best practices in teaching diverse populations of students in the middle and high school. Emphasis is on creating an inclusive learning environment that is developmentally and culturally responsive to young adolescents' individual experiences and identities (e.g., race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, and family composition). Assessing students' diverse needs and the implications for teaching and learning are explored. This course includes a practicum that provides candidates with opportunities to observe in a variety of diverse educational settings.

EDSE A446 **Classroom Management and Assessment in the Middle and High School. (4)** (Prereq: Admission to the Professional Program in Education or permission from the Dean). This course explores research-based approaches to classroom management and planning that promote student engagement and mutual respect in middle and high school settings. Teacher candidates will learn proactive strategies for establishing routines, building positive relationships, grouping students, and responding effectively to challenging behaviors including the use of restorative practices. In addition, candidates will explore purposes, types, and methods of diagnostic, formative, and summative assessments with an emphasis on using assessment data to inform instruction and monitor student growth. Candidates will complete a minimum of 40 hours in the middle or high school classroom with opportunities to teach lessons and receive feedback.

EDSE A447 **Methods of Teaching English/Language Arts in the Middle and High School. (4)** (Prereq: Admission to the Professional Program in Education or permission from the Dean) This content methods course is designed to prepare preservice educators to create engaging and inclusive English Language Arts classrooms in grades 5-12. Grounded in research-based instructional practices, candidates explore and apply differentiated instructional strategies and responsive pedagogies to teach literature, writing, speaking, and listening. Through lesson planning, extensive classroom teaching, and reflective practice, teacher candidates develop the skills needed to create equitable learning environments that foster critical thinking, creative expression, and literacy. Candidates will complete a minimum of 40 hours in the middle or high school

classroom with opportunities to teach lessons and receive feedback.

EDSE A449 **Methods of Teaching Social Studies in the Middle and High School.** (4) (Prereq: Admission to the Professional Program in Education or permission from the Dean) This content methods course is designed to prepare preservice educators to create engaging, inclusive, and inquiry-driven social studies classrooms. Grounded in research-based instructional practices, the course emphasizes how to design lessons that promote critical thinking, civic engagement, and historical understanding. Candidates explore and apply differentiated instructional strategies to meet the diverse academic and cultural needs of all learners. Technology integration is a central focus, with students learning to use digital tools and AI resources to enhance instruction, foster collaboration, and support authentic inquiry. Through lesson planning, extensive classroom teaching, and reflective practice, candidates develop the skills to guide students in investigating compelling questions, analyzing multiple perspectives, and constructing meaningful understandings of the social world. Candidates will complete a minimum of 40 hours in the middle or high school classroom.

EDSE A450 **Methods of Teaching Mathematics in the Middle and High School** (4) (Prereq: Admission to the Professional Program in Education or permission from the Dean) This content methods course is designed to equip future teachers with the knowledge and skills to effectively teach mathematics in grades 5-12. Content is pedagogy-focused, grounded in research-based instructional practices. The course emphasizes how to design and implement innovative lessons that promote procedural fluency and conceptual understanding utilizing a variety of tools for teaching and learning. Observation and active participation are required in clinical experiences. Candidates will complete a minimum of 40 hours of supervised clinical experience in a middle or high school mathematics classroom with opportunities to teach lessons and receive feedback.

EDSE A453 **Methods of Teaching Science in the Middle and High School. (4)** (Prereq: Admission to the Professional Program in Education or permission from the Dean.) This content methods course provides teacher candidates with strategies and best practices for effectively teaching science in middle and high school classrooms. Emphasis is placed on designing inquiry-based lessons, integrating laboratory and hands-on activities, using technology to enhance learning, and differentiating instruction to engage diverse learners while promoting scientific literacy and critical thinking. Candidates complete a minimum of 40 hours in a middle or high school classroom with opportunities to teach lessons and receive feedback.

EDSE A471 **Internship in the Middle or High School. (12)** (Prereq: Admission to both the Professional Program in Education and Internship; Coreq: EDSE A476) Student teaching provides teacher candidates with a rigorous, immersive, collaborative, and sustained experience in a public middle or high school. Teacher candidates are expected to model ethical conduct, professionalism, and reflective practice while integrating seamlessly into the classroom and school community. Working closely with a cooperating teacher, candidates engage in collaborative planning, sustained independent teaching, make data-driven decisions that support student growth, and participate in a feedback cycle with their mentor teacher and university supervisor. Through this combination of professionalism, collaboration, and instructional innovation, growth, and reflection, student teachers develop the competencies and dispositions required for effective public-school teaching.

EDSE A476 **Senior Seminar. (3)** (Coreq: EDSE A471) Senior Seminar is a capstone experience designed to synthesize candidates' pedagogical and professional knowledge while preparing them for the realities of their own classrooms. Throughout the course, students complete a comprehensive Student Learning Objective (SLO) that demonstrates their ability to design, implement, assess, and reflect upon standards-based instruction. Student teachers engage in scenario-based discussions that strengthen professional judgment and problem-solving skills. Regular conversations with guest speakers - veteran teachers, administrators, and other practitioners - provide practical insight into the expectations and complexities of the profession.

Curriculum and Instruction (EDUC)

EDUC A110 **Introduction to Careers in Education. (2)** A survey of careers in education, utilizing field experiences, field trips, seminars, and reading assignments to focus on personal and professional development.

EDUC A110L **Introduction to Careers: Clinical Experience. (1)** Supervised clinical experience focusing on observation and analysis of classroom settings. (Teacher Cadets only, may substitute EDUC A110L for EDUC A210.)

EDUC A201 **Educator Success. (1)** This course is designed to help pre-professional education majors acquire essential academic success skills, prepare for the Praxis Core, and apply for the professional program. The course provides an orientation to the resources of the university and the school. It also provides a support group for students.

EDUC A210 **Observation & Analysis in the Clinical Setting. (1)** This course offers an in-depth exploration of effective teaching practices through the critical analysis of classroom observations. The curriculum is designed to equip participants with the ability to analyze various teaching methods to include lesson planning, classroom management, lesson implementation, effective communication, and professionalism. Emphasizing a collaborative and reflective approach, this course helps prepare highly qualified dynamic educators who possess the necessary knowledge, skills, and dispositions to create optimal learning environments. Students may substitute EDUC A210 for EDUC A110L.

EDUC A245 **Technology Integration for Teaching and Learning. (3)** A laboratory course in the study and construction of modern classroom materials. Emphasis will be placed on media, materials, current technologies, and emerging technologies that facilitate the teaching-learning process and

classroom application of technology. The course explores instructional design, personalized learning, and inclusive practices to create dynamic, learner-centered environments.

EDUC A300 **Mathematics for Teachers in Early, Elementary, and Middle Grades (3)** (Prereq: Grade of C or better in MATH A108 or by special permission from the Dean.) This course provides mathematics content based on Pre-K through Grade 8 Mathematical Content and Process Standards for teachers in early, elementary, and middle grades. Mathematics will be explored through the implementation of research-based instructional strategies developmentally appropriate for children, modeling methods considered best practices.

EDUC A399 **Independent Study. (1-3)** (Prereq: permission of instructor)

EDUC A400 **Mathematics for Teachers in Middle Grades and High School. (3)** (Prereq: Grade of C or better in MATH A108 or higher or by special permission from the Dean.) This course focuses on mathematics content for middle grades and high school teachers based on Grades 6 – 12 Mathematics Content and Process Standards. Content will be explored through the use of research-based instructional strategies developmentally appropriate for adolescents, modeling methods considered best practices.

EDUC A455 **The Middle School Curriculum and Organization. (3)** This course explores the philosophical and historical foundations of middle level education as a distinct and developmentally responsive model designed to meet the unique needs of young adolescents. Emphasis is on the organizational structures of effective middle schools such as interdisciplinary teaming, advisory programs, engaging curriculum, and socially equitable practices that promote the social, emotional, and cognitive growth of students in the middle grades. Strategies to build positive, collaborative relationships with families will be explored.

EDUC A530 **Principles & Strategies for Teaching Elementary & Secondary English Language Learners. (3)** This course provides an overview of language development and strategies for working with English Language Learners in the U.S. public school classroom.

EDUC A532 **Multicultural Education for Diverse Learners. (3)** This course prepares teachers to explore and critically analyze topics, themes, and issues related to learners with exceptionalities, cultural and linguistic differences through a multicultural lens; as well as the ways that these shape classroom culture and learning outcomes. Teachers will build a strong theoretical and practical foundation for becoming successful inclusive educators.

EDUC A550 **Introduction to Curriculum for Gifted & Talented Students. (3)** This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students.

EDUC A551 **Nature & Needs of Gifted & Talented Students. (3)** This is the basic survey course in the education of gifted and talented students. It provides an overview of the historical and philosophical background of gifted education, as well as a rationale for it. This course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students, including special populations of gifted and talented students and methods of talent development.

EDUC A599 **Special Studies in Education. (1-12)** Intensive consideration of special topics for independent study or alternative internship.

Health, Physical Education and Recreation (HPED)

HPED A231 **Personal and Community Health. (3)** A course incorporating the principles of personal hygiene, including the physiological systems of the body with emphasis on first aid, safety, sanitation, and communicable and non-communicable diseases.

HPED A312 **Foundations of Coaching. (3)** The philosophical bases, leadership theory, administrative practice, and organizational problems of competitive athletics.

HPED A409 **Independent Study in Health, Physical Education or Recreation. (3)** Independent research in one of the three indicated areas under the direction of appropriate faculty.

HPED A599 **Selected Topics. (3)** An in-depth study of current topics drawn from the literature or from practice. (Offered by student demand)

Title II - Institutional Report

In 1988, the U.S. Congress passed legislation (Title II, Section 207 of the Higher Education Act) that required all states and institutions that have teacher preparation programs to submit annual reports on teacher preparation and licensing beginning in 2001. In this Bulletin, USC Aiken reports information for the cohort of students who completed teacher preparation programs at the undergraduate level during the school year 2017-2018.

Institution's definition of program completer:

A program completer is a candidate who has successfully completed all of the course and certification requirements for the approved program of study printed in the *University of South Carolina Aiken Undergraduate and Graduate Programs Bulletin* of the year in which the candidate was accepted into the university and began to take courses. As of July 1, 2006, the State of South Carolina requires all candidates to have taken and passed the Praxis II Principles of Learning and Teaching (PLT) exam prior to initial certification. As with the Praxis II content area exams, the PLT is part of the overall assessment system for the School of Education.

In the following chart:

[1] The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

[2] Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

[3] Number of completers who took one or more tests in a category and within their area of specialization.

[4] Number who passed all tests they took in a category and within their area of specialization.

Title II Report

University of South Carolina Aiken
Academic Year 2022 - 2023

Single Assessment Pass-Rate Report

Type of Assessment	Assessment Code	USC Aiken Cohort: Number Taking Assessment	USC Aiken Cohort: Number Passing Assessment	USC Aiken Cohort: Institutional Pass Rate	Statewide: Number Taking Assessment	Statewide: Number Passing Assessment	Statewide: Statewide Pass Rate
Professional Knowledge							
Principles Learning & Teaching Early Child	5621	30	29	97%	367	345	94%
Principles Learning & Teaching K-6	5622	14	14	100%	500	484	97%
Principles Learning & Teaching 5-9	5623	1	*	*	73	69	95%
Principles Learning & Teaching 7-12	5624	1	*	*	241	228	95%
Principles Learning & Teaching K-12	5625	6	*	*	120	100	83%
Academic Content Areas							
Elem Ed Multi Subj Reading Language Arts	5002	12	12	100%	314	301	96%
Elem Ed Multi Subj Mathematics	5003	12	12	100%	315	294	93%
Elem Ed Multi Subj Social Studies	5004	12	11	92%	304	281	92%
Elem Ed Multi Subj Science	5005	12	12	100%	365	350	96%
Education of Young Children	5024	1	*	*	86	82	95%
Early Childhood Education	5025	30	30	100%	333	325	98%
English Language Arts	5038	-	-	-	50	49	98%
Eng Language Arts Comp Content & Analysis	5039	-	-	-	12	12	100%
Middle Level Mathematics	5164	1	*	*	23	24	91%
Mathematics	5165	-	-	-	35	35	100%
Middle School Language Arts	5047	-	-	-	25	16	64%
Middle School Science	5442	-	-	-	21	16	76%
Social Studies: Content & Interpretation	5086	1	*	*	97	86	89%
Middle School Social Studies	5089	-	-	-	33	28	85%
Music Content & Instruction	5114	2	*	*	79	59	75%
ELEM - CKT ELA	7812	-	-	-	126	116	92%
ELEM - CKT Math	7813	-	-	-	127	116	91%
ELEM - CKT Science	7814	-	-	-	134	127	95%
ELEM - CKT Social Studies	7815	-	-	-	137	124	91%
Teaching Special Populations							
SE Core Knowledge & Mild to Moderate App	5543	6	*	*	84	83	99%

(- When 9 or fewer students took the exam, Title II does not provide passing or percentage information)*

Aggregate and Summary Pass-Rate Report

Type of Assessment	USC Aiken Cohort: Number Taking Assessment	USC Aiken Cohort: Number Passing Assessment	USC Aiken Cohort: Institutional Pass Rate	Statewide: Number Taking Assessment	Statewide: Number Passing Assessment	Statewide: Statewide Pass Rate
Aggregate - Professional Knowledge	52	-	-	1301	1226	94%
Aggregate - Academic Content Areas	82	-	-	2558	2370	92%
Aggregate - Teaching Special Populations	6	-	-	84	83	98%

School of Nursing

Dr. Katie A. Chargualaf, Ph.D., RN, CMSRN, CNE, FAMSN, FAAN,

Dean of the School of Nursing

Mission Statement

USC Aiken School of Nursing seeks to prepare students with the knowledge, skills, and attitudes necessary to care for diverse individuals and populations across the lifespan and in various healthcare settings regionally and globally.

Vision

To empower the next generation of nurses to optimize healthcare in local, national, and global communities.

Philosophy

The faculty believe:

- Nursing, as an art and science, is a vital component of health care.
- High impact teaching practices facilitate connections between theories and principles from the liberal arts and competency-based nursing education.
- Nursing practice utilizes clinical judgement and evidence-based practice to deliver safe, quality care to individuals, families, and populations, respecting the individuality of each client.
- Graduates will be prepared to practice in a rapidly changing, complex healthcare system.
- A commitment to professional development and lifelong learning is necessary to maintain nursing competence.

Core Values

* Caring
* Integrity
* Diversity
* Collaboration
* Communication
* Advocacy
* Respect
* Excellence
* Innovation
* Leadership

Program Approval and Accreditation

Both the traditional and completion tracks are approved by the South Carolina State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791

Curricula

The School of Nursing offers two distinct routes to obtain the Bachelor of Science in Nursing degree.

Traditional (Generic) Track

The School of Nursing offers a traditional track leading to the Bachelor of Science in Nursing (BSN) degree. This curriculum provides a required sequence of courses in nursing that builds on foundational knowledge from behavioral, biological, and physical sciences and communication courses. Learning experiences occur in various settings, including the classroom, science laboratories, nursing skills laboratories, and area health care facilities. The program coursework spans 5 semesters. Students must complete all program coursework within 3.5 years.

Completion Track

For registered nurses who obtained an Associate Degree in Nursing (ADN), the School of Nursing offers a Bachelor of Science in Nursing completion track. Students in this track first complete prerequisite courses to enhance foundational knowledge of behavioral, biological, and physical sciences and communication. In this track, students complete coursework online and in clinical settings.

Faculty

Professor

- Katie A. Chargualaf, Ph.D., RN, CMSRN, CNE, FAMSN, FAAN - Medical-Surgical Nursing - *Ione Wells Hanly/Bank of America Chair in Nursing*
- Mary Gaffney, Ed.D., RN - Child Health Nursing - *Harry Inder Chair in Maternal Child Nursing*

Assistant Professors

- Sonya Edwards, D.N.P., RN - Healthcare Systems Leadership
- Hannah Mottel, D.N.P., RN, CNE, CHSE - Critical Care, Adult Health
- Emily Nobles, D.N.P., RN, CCRN, CNE - Adult Health Nursing

Senior Instructors

- Ashley Brittain, M.S.N., RN - Community Health Nursing
- Susan Fowley, M.S.N., RN - Medical-Surgical Nursing
- Katy Mooney, M.S.N., RN - Psychiatric/Mental Health Nursing
- Lisa Simmons, M.S.N., RN - Child Health Nursing

Instructors

- Briana Aaron, M.S.N., RN, CMSRN - Adult Health Nursing
- Kimberley Fairchild, D.N.P., RN, CNE - Adult Health Nursing
- Heather Jennings, M.S.N., NP-C, APRN - Adult-Child Health Nursing
- Lacey Julian, M.S.N., RN - Nursing Administration
- Mary Keigans, M.S.N., RN - Women's Health Nursing
- Mary Kennedy, M.S.N., RN - Adult and Child Health Nursing
- Amber Miller, M.S.N., RN, FNP - Child Health Nursing

Distinguished Professors Emeriti

- Patricia R. Cook, Ph.D., RN - Adult Nursing
- Lou Gramling, Ph.D., RN - Psychiatric Nursing
- Trudy G. Groves, Ed.D., RN, GNPC - Gerontological Nursing
- Linda Johnston, Ph.D., RN - Adult Nursing
- Thayer McGahee, Ph.D., RN - Health Care Across the Life Span - *Distinguished Professor & Dean Emerita*

Professors Emeriti

- Betty Abraham-Settles, D.N.P., RN - Nursing Administration
- L. Julia Ball, Ph.D., RN - Gerontological Nursing
- Maureen Bravo, D.N.P., RN - Maternal-Child Nursing
- Sandra J. Chubon, Ph.D., RN - Community Health
- Janice Cullen, Ed.D., RN - Adult Nursing
- Maggie T. Dorsey, Ed.D., RN - Adult Nursing

- Phyllis R. Farr-Weinstein, M.S.N., RN, ANP - Adult Nursing
- Parivash S. Mura, M.S.N., RN - Maternal-Child
- Joyce Pompey, D.N.P, APRN, CNE - Adult Nursing

Program Outcomes

The BSN curriculum at USC Aiken was designed to develop competencies prescribed in The Essentials: Core Competencies for Professional Education (American Association of Colleges of Nursing, 2021). Graduates of the School of Nursing at USC Aiken will possess competencies in these areas:

1. **Knowledge for Nursing Practice**
   The graduate will demonstrate clinical judgment in the delivery of competent care supported by a broad knowledge and theoretical base in nursing and other sciences, liberal arts, and humanities.
2. **Person-Centered Care**
   The graduate will cultivate caring relationships that respect the dignity of individuals, families, and communities through advocacy, health assessment, planning, facilitation of care, education, and evaluation of outcomes across the four spheres of care.
3. **Population Health**
   The graduate will assess and apply strategies for the health and well-being of communities through advocacy, prevention, prioritization, and mobilization of care for endemic emerging health problems.
4. **Scholarship for the Nursing Discipline**
   The graduate will identify, synthesize, and apply research evidence into the design, delivery, and evaluation of evidence-based nursing care across the wellness-illness continuum.
5. **Quality and Safety**
   The graduate will participate in the identification, development, delivery, and ongoing evaluation of individual and multidisciplinary services, activities, and functions that facilitate delivery of safe, high-quality care.
6. **Interprofessional Partnerships**
   The graduate will collaborate with members of the multidisciplinary healthcare team using professional verbal and written communication to promote effective problem-solving and delivery of holistic care.
7. **Systems-Based Practice**
   The graduate will articulate the interconnectedness of nursing and the complex healthcare delivery system, emphasizing the role of the professional nurse within an organizational structure and in the provision of cost-effective, high-quality care across the wellness-illness continuum.
8. **Informatics and Healthcare Technologies**
   The graduate will utilize digital resources and technologies, and interact with telehealth platforms to deliver safe patient care and facilitate communication between patients and healthcare providers in a variety of settings.
9. **Professionalism**
   The graduate will provide nursing care that represents the professional identity of nursing, is grounded in ethical principles, and is in accordance with the scope and standards of practice for professional registered nurses.
10. **Personal, Professional, and Leadership Development**
    The graduate will demonstrate personal and professional responsibility through self-care, life-long learning, and the development of capacity for leadership.

BSN Traditional Track

Admission Requirements

The Bachelor of Science in Nursing (BSN) degree prepares beginning-level, generalist professional nurses to deliver high-quality, safe care in a variety of settings, and to meet the requirements for eligibility to take the National Council Licensure Examination – Registered Nurse (NCLEX-RN). USC Aiken School of Nursing is pleased to offer two admission pathways into the traditional BSN program: Direct Admission Pathway and the Competitive Process Pathway.

Direct Admission Pathway

Intended for first year (first-time freshman) applicants, the Direct Admission Pathway is available to qualified high school seniors. Students directly admitted to the traditional BSN program who complete all the pre-requisite courses for the nursing major and meet Continuing Eligibility Criteria while attending USC Aiken are guaranteed a space in the professional nursing course sequence.

Students who apply to USC Aiken with a weighted GPA of 3.75 or higher and who declare nursing as their major will be offered the opportunity to apply for the Direct Admission Pathway. Application to the Direct Admission Pathway includes:

- Direct Admission Pathway application
- Submission of a personal statement
- Letters of recommendation

Students admitted to the Direct Admission Pathway must maintain the following Continuing Eligibility Criteria:

- Maintain full-time enrollment while at USC Aiken
- GPA of 3.0 or higher
- Minimum grade of “B” in all core science courses (BIOL A243, BIOL A244, CHEM A101, BIOL A250)
- Minimum grade of “C” in all other required general education courses
- No more than one withdrawal from a required general education course
- Maintain Honors Program eligibility (if applicable)

Students who do not apply or are not accepted to the Direct Admission Pathway or do not maintain the Continuing Eligibility Criteria are eligible to apply to the BSN program under the Competitive Process Pathway (2 options).

Competitive Process Pathway

Early Application Option

Students meeting selected criteria may apply for early admission to the BSN program. The application deadline for the spring semester is September 1 while application for the fall semester is February 1 to begin the professional nursing course sequence. Enrollment is limited to up to 15% of available positions in the BSN program. The following criteria are used for early admission to the professional nursing course sequence through a competitive selection process:

- GPA of 3.75 or higher in core non-nursing courses required for the BSN degree,
- GPA of 2.75 or higher in all core science courses,
- All core science courses with a grade of B or higher,
- Completion of 30 designated prerequisite credits in required general education courses prior to the term in which the application is submitted,
- Two academic references from professors in core courses,
- No academic integrity violations,

- Accepted to USC Aiken,
- Transfer students submit a copy of USC Aiken acceptance letter to the School of Nursing advisor.

USC Aiken Honors Program Students

Students accepted into the USC Aiken Honors Program and who fulfill requirements to remain in the Honors Program (maintain a GPA of 3.0 or higher) are conditionally accepted into the traditional BSN program upon admission to USC Aiken. Students with a conditional acceptance must submit the Traditional BSN Program Application to the nursing program the semester prior to the term they plan to start the nursing program. Submission of this application is to let BSN program administrators know of your intentions to start the program. Honors students do not need to submit 2 letters of recommendation from professors of pre-requisite core courses. Conditional acceptance will be rescinded if the student does not stay in the USC Aiken Honors program. Students who leave the USC Aiken Honors Program can still apply for admission (October or March deadline) using the guidelines outlined on the School of Nursing website.

General Application Option

Students in the pre-nursing major may apply for admission no later than October 1st to begin the professional nursing course sequence in the spring semester or March 1st to begin the professional nursing course sequence in the fall semester. Enrollment is limited. The following criteria are used for admission to the professional nursing course sequence through a competitive selection process:

- GPA of 3.0 or higher in core non-nursing courses required for the BSN degree,
- GPA of 2.75 or higher in all core science courses,
- no more than one science course with a grade below C*,
- may not enroll in MATH 102 or MATH 103 more than once each,
- completion of 30 designated prerequisite credits in required general education courses prior to the term in which the application is submitted with a grade of 'C' or better in all required courses (contact the School of Nursing office or the website for a list of courses),
- two academic references from professors in core courses.

Admission to the pre-nursing major does not guarantee admission to professional nursing courses. Admission to professional courses is a competitive process and meeting of minimum admission criteria does not guarantee admission to the nursing courses. Students who are not accepted in the nursing courses must submit a new application for the next admit date and must compete with the new admission cohort.

Transfer students, change of major students, students with undergraduate degrees, and students returning to the University after an absence of at least 12 months who do not have a core GPA of 3.0 may be considered for admission to the professional nursing courses after meeting the following criterion:

- Successful completion of at least 16 hours in a maximum of two consecutive semesters with a 3.5 GPA in USC Aiken courses. A student may apply using this criterion one time only.

To meet this requirement, it is strongly recommended that students enroll in course work that is degree applicable. Students must enroll in at least one required lab science, and the coursework taken to meet this criterion must be approved by the nursing advisor or the Dean of the School of Nursing prior to registration.

A suggested course of study is available through the student's advisor. Any student who has not achieved a 3.0 GPA in the core curriculum with 45 attempted semester hours at USC Aiken will not be allowed to remain a pre-nursing major and will be required to change majors.

Courses designated as professional nursing courses are limited to candidates who have been formally accepted into the USC Aiken nursing program.

* If a student has lower than a C in two required science courses, admission to the School of Nursing will be denied. An appeal process to the School of Nursing Admission, Progression, and Graduation (APG) Committee is in place.

Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.
2. The BSN program offers theoretical and practical challenge exams for entering LPN/LVNs (NURS A201). If the student meets the expected testing level, advanced placement will be granted. A student desiring to challenge NURS A201 must complete all components of the challenge examinations by the last day of class for the semester prior to entry.

Progression and Retention

Students enrolled in the BSN major must abide by the following:

1. A grade of "C+" or better is required in all nursing courses.
2. Any time that nursing students incur a second "C" or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two "Cs" or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.
3. Grade forgiveness may be requested for one nursing course only. (This does not negate stipulations in #2. Grade forgiveness will affect GPA only).
4. Any nursing course in which the student does not reach the standard required to pass in the major requirements must be retaken at the USC Aiken School of Nursing.
5. A grade of 'C' or better is required for all designated core and general education courses.
6. A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.
7. NURS A421 is required during the last semester of degree work.
8. Students must complete all nursing courses in three and a half years (or 42 months) after acceptance into the professional courses.
9. A nursing major in good standing may have a one-semester absence from clinical/lab courses for any reason. In the interest of patient safety, following an absence from clinical/lab courses for more than one semester, regardless or reason, the returning student must demonstrate readiness to resume studies by meeting these requirements immediately prior to the re-entry semester: 1) challenge examination(s) from the most recent, successfully completed clinical/lab courses; 2) pharmacology test from the most recent, successfully completed clinical/lab courses; 3) critical clinical skills demonstration; 4) head-to-toe assessment; and 5) medication calculation proficiency test from the most recent, successfully completed level.
10. If the student is unsuccessful in meeting these requirements, the student will need to repeat the most recent, successfully

completed clinical courses before moving forward in the program.

11. A student is allowed a maximum of two (2) withdrawals from nursing courses.
12. A student may enroll in a single nursing course a maximum of two (2) times.

Student records will be monitored for suspensions at the end of each semester by nursing faculty. Students will be notified of suspension from the BSN program.

Testing

Throughout the curriculum, standardized achievement tests are used to assess students' progress in specific nursing content. Based on the results of these tests, students will be required to remediate course content. The remediation work must be satisfactorily completed by the last day the class meets. Incomplete remediation will result in course failure and a grade no higher than a "C". A testing fee will be charged to students each semester to cover the cost of these tests.

Transfer Credit

A Transfer Credit Summary will be prepared by the Office of Transfer Services after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. Following an absence of more than one semester for any reason from clinical/lab courses, the transfer student must pass a validation of competencies prior to credit being accepted for transfer courses. This validation will include 1) a challenge examination for the most recent clinical course(s), 2) a level medication test, 3) a dosage calculation test, and 4) a clinical skills competency check-off. Failure to pass all four tests the first time will result in the student having to repeat the last semester's clinical courses. The courses must meet the University requirements for transfer credits. The last 25% of credit must be earned in residence at USC Aiken.
3. The School of Nursing of USC Aiken abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina.
4. If a student submits an application and meets the requirements for admission into the BSN Program at USC Aiken but has failed out of a BSN or ADN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.
5. Any prerequisite science course older than 10 years old must be retaken.
6. If a student has not met the standard in a nursing course from another accredited BSN nursing program and it is equivalent to a USC Aiken corresponding nursing course, it will count as one failure in the USC Aiken BSN program.

Health Requirements

Students are required to meet health requirements of the University. When students enter the clinical nursing course sequence, they are required to:

1. provide evidence of a recent physical examination prior to attending clinical courses. Information must be updated annually.
2. provide evidence of annual tuberculosis screening.
3. provide evidence of immunity to specific diseases as required by affiliating clinical agencies. Further information may be obtained from the School of Nursing Office and the current edition of the *BSN Student Handbook*.

Students are encouraged to carry accident and illness insurance.

CPR Completion

All students enrolled in nursing courses are required to maintain current certification in cardiopulmonary resuscitation (adult, child, and infant CPR, conscious obstructed airway, and unconscious obstructed airway). Certification must be obtained from an American Heart Association provider.

Drug Policy

The School of Nursing maintains a drug free environment. Details on the drug policy can be found in the *School of Nursing BSN Student Handbook.* Drug screening will be required.

Criminal Background Check

A criminal background check will be required.

South Carolina Student Nurses Association

Faculty of the Baccalaureate Degree Program strongly encourage each student to join the South Carolina Student Nurses Association (SCSNA). The SCSNA is the professional student organization and provides participation in health-related activities on campus and in the community.

Application for Licensure in Nursing

Prior to completion of the last semester of study, students are expected to apply for the nursing licensing examination, NCLEX-RN, and apply for licensure to the South Carolina State Board of Nursing or other Board of Nursing in the jurisdiction where the student will be employed after graduation. Conviction of a crime other than a minor traffic violation could result in ineligibility for nursing licensure. Under these circumstances, early notification of the appropriate state board of nursing is recommended in order to clarify mechanisms related to determining eligibility.

Attendance Policy

Classroom attendance is expected. Attendance in clinical is required to pass the course. In the event of an unavoidable absence, the student must give prior notification to the clinical professor. An arrangement for missed/excused work is made at the discretion of the course coordinator.

Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook.*

Student Release Form

Students are required to sign a Student Release Form. This form includes the following statements:

> I hereby release the School of Nursing and the University of South Carolina Aiken from responsibility for any injury or illness to me (and if pregnant, my unborn baby) while attending hospital or other clinicals. I understand that risks do exist for me (and if pregnant, my unborn baby) while practicing nursing in the hospital setting and I do assume any and all risks involved.

More information on this statement can be found in the *School of Nursing BSN Student Handbook.*

Ability Statement

Students entering the BSN Program will be required to perform certain skills requiring specific abilities. See the *School of Nursing BSN Student Handbook* for a listing of these abilities.

Resource Information

Information regarding tuition and fees is available at the USC Aiken Web site at https://www.usca.edu/admissions/affordabilityand the length of the nursing program is available at the USC Aiken School of Nursing Web site at https://www.usca.edu/nursing.

Bachelor of Science in Nursing

Traditional Track*

Total credit hours required: 121

1. General Education Requirements 31

- CHEM A101 or A111[1] 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 or higher[1] 3
- PSYC A101[1] 3

See full requirements on page 33.

2. School Requirements[1] 21

- BIOL A243 4
- BIOL A244 4
- BIOL A250 4
- EDPY A330 or PSYC A310 3
- SOCY A101 or ANTH A102 3
- STAT A201 3

3. Program Requirements[2] 69

- NURS A201 5
- NURS A202 3
- NURS A301 3
- NURS A307 3
- NURS A309 5
- NURS A310 5
- NURS A312 3
- NURS A315 5
- NURS A322 5
- NURS A323 5
- NURS A324 5
- NURS A413 3
- NURS A414 2
- NURS A417 2
- NURS A418 3
- NURS A419 3
- NURS A421 3
- NURS A425 4
- NURS Electives (2)[3] 2

TOTAL hours required (min.) 121

* The Program of Study and the Bulletin used for the BSN major is determined by the date of enrollment into the BSN program.

[1] Must earn a grade of C or better.

[2] Must earn a grade of C+ or better.

[3] May not take same elective twice.

BSN Completion Track

Admissions Requirements

1. Admission to USC Aiken;
2. Associate of Science degree in nursing or diploma in nursing;
3. Current licensure to practice as a registered nurse (students may be accepted to the program if they are in the process of attaining licensure, and may take core or general education courses, but nursing courses may not be taken until the license is awarded);
4. Cumulative GPA of 2.5 or better;
5. No more than one required science course (not including those required in licensure program) with a grade below C. Any required science course with a grade below C must have been retaken earning a grade of C or better.

Transfer Credit

Transfer students must have a cumulative GPA of 2.5 or better. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student's official transcript from any college previously attended.

1. Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
2. Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are more than five years old cannot be applied toward the BSN degree. The courses must meet the University requirements for transfer credits.
3. The School of Nursing of USC Aiken abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina.
4. If a student submits a nursing application and meets the requirements for admission into the BSN Program at USC Aiken but has failed out of a BSN program elsewhere, that student must petition the APG Committee of the School of Nursing to be considered for admission into the program.
5. The School of Nursing will accept a baccalaureate or master's degree as satisfying some of the USC Aiken general education requirements (COMM A201 or A241, HIST A101 or A102, humanities [2 areas; one must be non-western], and a free elective) for students who apply to the RN to BSN track and who attain a C or better in each course. This does not exempt students from completing the remaining general education courses (HIST A201 or A202, POLI A201, MATH A108, PSYC A101) and the school requirements (listed below under 'School Requirements'). These may be fulfilled either through transfer credit or by taking the courses. This also does not preclude satisfactory completion of ACE credits or satisfactory completion of a REACH Requirement course.

Advanced Placement

1. General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced

placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

Progression and Retention

Students enrolled in the BSN Nursing major must abide by the following:

1. Completion of designated 37 hours of core non-nursing courses required for the BSN degree with a grade of C or better (Core courses include: BIOL A243, BIOL A244, BIOL A250, CHEM A101 or A111, PSYC A101, PSYC A310 or EDPY A330, SOCI A101 or ANTH A102, ENGL A101 and A102, MATH A108 or higher, STAT A201 or PSYC A325). Students may begin nursing courses before these requirements are met; however, students are strongly encouraged to complete any missing core non-nursing courses as early as possible.
2. A grade of "C+" or better is required in all nursing courses.
3. Any time that nursing students incur a second "C" or lower in the same nursing course in the major requirement, they will be dismissed from the School of Nursing. Any time that nursing students incur two "Cs" or lower in different nursing courses of the major requirement, they will be dismissed from the School of Nursing.
4. A grade of "C" or better is required for all designated core and general education requirements.
5. A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.
6. NURS A450 and NURS A460 are required to be taken at the end of the program of study.
7. Students must complete all nursing courses in three calendar years after beginning the program.

Student records will be monitored for suspensions at the end of each semester by nursing faculty. Students will be notified of suspension from the BSN program.

Clinical Placement Responsibilities

RN-BSN Completion students are responsible for locating their clinical sites, identifying clinical preceptors, and notifying the clinical course coordinator at least nine weeks prior to beginning A460. The clinical course coordinator will approve the chosen site and facilitate the clinical contract between USC Aiken and the health care facility if a contract is not already on file at the School of Nursing. The course coordinator will also approve the choice of preceptor according to the rules and regulations of the SC State Board for Nursing. Clinicals will not begin until the course coordinator has approved the preceptor, all clinical documentation is submitted and meets requirements established by the clinical site, and the appropriate semester begins.

Americans with Disabilities Act

Specific information related to the ADA can be found in the *School of Nursing BSN Student Handbook.*

Graduation

University guidelines for graduation in effect at the time of admission to the BSN major will be followed.

Bachelor of Science in Nursing

BSN Completion Track*

Total credit hours required: 120

1. General Education Requirements 31

- CHEM A101 or A111[1] 4
- COMM A201 or A241 3
- ENGL A101 3
- ENGL A102 3
- HIST A101 or A102 3
- HIST A201 or A202 or POLI A201 3
- Humanities (two areas) 6
- MATH A108 or higher[1] 3
- PSYC A101[1] 3

See full requirements on page 33.

2. School Requirements[1] 21

- BIOL A243 4
- BIOL A244 4
- BIOL A250 4
- EDPY A330 or PSYC A310 3
- SOCY A101 or ANTH A102 3
- STAT A201 3

3. Program Requirements[1] 65

A. Associate Degree or Diploma in Nursing 34

B. Baccalaureate-level Courses[2] 31

- NURS A350 3
- NURS A360 3
- NURS A370 3
- NURS A380 2
- NURS A420 4
- NURS A430 3
- NURS A440 3
- NURS A450 5
- NURS A460 5

4. Free Electives 3

TOTAL hours required (min.) 120

* The Program of Study and the Bulletin used for the BSN major is determined by the date of enrollment into the BSN program.

[1] Must earn a grade of C or better.

[2] Must earn a grade of C+ or better.

Student Responsibilities

1. Students are encouraged to carry accident and illness and malpractice insurance.

2. Students must submit background check and drug screening, and evidence of current CPR Certification as required by the School of Nursing. See RN to BSN Handbook for details.

3. Students must provide evidence of current licensure in the state

in which they will do their practicum.

4. Students must provide evidence of all requirements deemed necessary by the clinical facility in which the practicum will take place (i.e. immunizations, TB test, etc.) prior to NURS A460.

Course Descriptions

Nursing (NURS)

NURS A201 **Introduction to Nursing Practice. (5)** (Prereq: Admission to the professional nursing program; Prereq. or Coreq: NURS A307) This course equips students to integrate nursing theory and science in the application of nursing care and skills while exhibiting professionalism. compassion. and cultural humility among diverse populations. (3 hours lecture with 6 hours clinical each week)

NURS A202 **Concepts of Professional Nursing Practice. (3)** (Prereq: Admission to the professional nursing program; Coreq: NURS A201, NURS A307, NURS A312) Foundational concepts that guide nursing practice are presented with a focus on professional communication, nursing theories, the health/illness continuum. person-centered care, health policy, equity, and inclusion. Emphasis will be placed on developing information literacy to inform and guide clinical practice.

NURS A301 **Pharmacology. (3)** (Prereq: NURS A201, NURS A202, NURS A307, and NURS A312) The study of the pharmacodynamics and pharmacokinetics of medications with emphasis on nursing implications for patient care.

NURS A307 **Health Assessment. (3)** (Prereq: Admission to the professional nursing program; Coreq: NURS A201) Students are introduced to principles and strategies guiding physical and psychosocial health assessment of individuals across the lifespan. Assessment skills and selected screening procedures applied in the laboratory setting. (2.5 hours lecture and 1.5 hours lab each week)

NURS A309 **Adult Health Nursing I. (5)** (Prereq: NURS A201, NURS A202, NURS A307, and NURS A312; Coreq: NURS A301) Students focus on adult health acute care issues. Using the nursing process, students learn to provide individualized. patient-centered care in the medical-surgical acute care setting. (three hours lecture with six hours clinical each week)

NURS A310 **Adult Health II. (5)** (Prereq: NURS A301, NURS A309, and NURS A323) Using the nursing process. students continue to learn to provide individualized, patient-centered care in the medical-surgical acute care setting. (three hours lecture with six hours clinical each week. (three hours lecture with six hours clinical each week)

NURS A312 **Pathophysiology. (3)** (Prereq: BIOL A232, BIOL A242, BIOL A330 or BIOL A250, admission to Baccalaureate in Nursing clinical courses) Focuses on the pathological bases of disease processes and clinical manifestations of selected diseases.

NURS A315 **Community Health Nursing. (5)** (Prereq: NURS A310, NURS A312, and NURS A322; Coreq: NURS A324) Concepts of community health nursing are presented and applied in clinical settings with emphasis on the community and the family as clients. Communicable disease control, principles of epidemiology, health promotion practices, family theories, and public health issues are addressed. (three hours lecture with six hours lab each week)

NURS A322 **Psychiatric Mental Health Nursing. (5)** (Prereq: NURS A301, NURS A309, and NURS A323) Using the nursing process, students utilize a model of psychodynamics for the restoration, maintenance, and promotion of mental health. Therapeutic communication skills are enhanced during clinical experiences. (3 hours lecture and 6 hours clinical per week)

NURS A323 **Women's Health Nursing. (5)** (Prereq: NURS A201, NURS A307, NURS A312, NURS A202) Students focus on women's health issues from puberty through menopause including care of a newborn. Using the nursing process, students learn to individualize family-centered women's health care, with clinical experiences providing the opportunity to apply these principles. (3 hours lecture and 6 hours clinical per week)

NURS A324 **Child Health Nursing. (5)** (Prereq or Coreq: NURS A301 Prereq: NURS A310, NURS A322, NURS A323; Co-req: NURS A315) Students use the nursing process to provide family-centered care to the pediatric client and the family. (3 hours lecture and 6 hours clinical per week)

NURS A350 **Professional Nursing. (3)** (Prereq: RN Licensure and admission to Baccalaureate in Nursing clinical courses) The development of nursing as a professional discipline and science and related issues; introduction to nursing theories, processes, and practice roles.

NURS A360 **Health Assessment for RNs. (3)** (Prereq: BIOL A243, BIOL A244, admission to RN to BSN track; Prereq or coreq: NURS A370) Provides the student a foundation in assessing the physical and psychosocial health status of individuals across the lifespan. Students' assessment skills and selected screening procedures will be evaluated by faculty.

NURS A370 **Pathophysiology for RNs. (3)** (Prereq: BIOL A243, BIOL A244, BIOL A250; CHEM A101 or CHEM A103 or CHEM A111; admission to RN to BSN track) Focuses on the pathological bases of disease processes and clinical manifestations of selected diseases.

NURS A371 **Contemporary Issues in Healthcare. (1)** (Prereq: NURS A201, NURS A202, NURS A307, NURS A312) This elective colloquium provides an overview of issues that influence healthcare systems, drive healthcare policy, and ultimately affect the delivery of healthcare in the United States. Students will identify and explore dilemmas from the perspective of the nurse as advocate.

NURS A372 **Clinical Simulation. (1)** (Prereq: NURS A201, NURS A202, NURS A307, NURS A312) In this elective course, students will apply the nursing process during a variety of patient care scenarios. Debriefing will follow each scenario, during which all students will critically evaluate the care they provided. This course meets every other Monday afternoon for two hours.

NURS A373 **About Veterans. (1)** (Prereq: NURS A201, NURS A202, NURS A307, NURS A312) This elective colloquium provides an overview of the Veteran

population and military culture for those with little or no experience engaging with Veterans. Foundational knowledge is provided that will prepare students to better serve Veterans in their community while bridging the civilian-military gap.

NURS A374 **Healthy Movement for the Professional Nurse. (1)** (Prereq: NURS A201, NURS A202, NURS A307, NURS A312) In this course, students will develop personalized strategies to prevent injuries and strains that could affect nurses' mobility and comfort when providing care. Students will engage in simulated clinical activities to identify and correct vulnerabilities and promote physical well-being necessary for longevity in the profession.

NURS A375 **Reconditioning Physiology after Acute Health Challenges. (1)** (Prereq: NURS A201, NURS A202, NURS A307, NURS A309, and NURS A312) Nursing and Exercise Science majors will learn how cardiopulmonary, neurological, and orthopedic health challenges affect physiological responses to stress and exercise. Students will follow patients from the acute illness phase in the simulation lab to reconditioning and recovery in the Cardiac Rehabilitation Center.

NURS A376 **Nutrition Across the Lifespan. (1)** (Prereq: NURS A201, NURS A202, NURS A307, and NURS A312) This course is designed to introduce undergraduate nursing students to the principles of nutrition, clinical nutrition, and alterations in nutrition. Emphasizing guidelines for healthy eating and nutrition across the lifespan, students will engage in nutritional assessment to identify sources of nutrition; cultural, ethnic, and religious influences on nutritional health; and medical, psychological, and social factors that create barriers to adequate nutrition. Students will connect nutrition with clinical outcomes.

NURS A377 **Nursing Care at the End-of-Life. (1)** (Prereq: NURS A201, NURS A202, NURS A307, and NURS A312) In the complex healthcare environment, nurses are responsible for providing direct clinical support and acting as advocates, educators, and emotional support systems for both patients and families; this is especially true at the end-of-life. While utilizing the End-of-Life Nursing Education Consortium (ENLEC) training curriculum, students will develop knowledge, skills, attitudes, and competence in the care of patients and their family members at the end-of-life. Successful completion of the course will result in ENLEC certification.

NURS A378 **Peer Mentoring in Nursing. (1)** (Prereq: NURS A201, NURS A202, NURS A301, NURS A307, NURS A309, NURS A312, and NURS A323) This course is designed to introduce undergraduate nursing students to the principles and practices of peer mentoring and leadership within the nursing profession. Through practical experiences, students will develop essential skills to effectively guide, support, and influence their peers in clinical and academic settings. Emphasizing the importance of professional communication, conflict resolution, time management, and collaboration, the course will explore methods of peer mentoring. Students will also learn to identify challenges and opportunities in mentoring relationships, fostering a positive and supportive environment that promotes professional growth and personal development.

NURS A379 **Environmental Health & Justice. (1)** (Prereq: NURS A201, NURS A202, NURS A307, and NURS A312) This elective colloquium provides an overview of how the complex interplay between individual, relationship, community, and societal factors putting people at a greater risk of adverse outcomes through the lens of environmental health and environmental justice. More than just a focus on toxins, this elective will provide a bird's eye view of the complexities of what environmental health covers including such concepts as the built environment and social determinants of health while providing an introduction to community health nursing principles.

NURS A380 **Ethical-Legal Issues in Nursing for RNs. (2)** (Prereq: completion of NURS A350) This course emphasizes the principles and concepts of ethical theory and the legal basis for nursing practice. Ethical issues affecting nursing practice are examined to provide a basis for student to form intelligent, unbiased, and ethical decisions. The legal responsibilities of nursing practices are identified and discussed particularly as they relate to ethical dilemmas and safe nursing practice.

NURS A381 **Nursing in the Digital Age: Social Media, Ethics, and Innovation. (1)** (Prereq: NURS A201, NURS A202, NURS A307, and NURS A312) This elective seminar examines how social media influences modern nursing practices. Students will explore current trends and assess how social media platforms impact public perception, professional standards, and the development of a professional identity in nursing. Focus will be on how digital engagement promotes accountability, ethical behavior, integrity, and self-awareness. Through discussions, case studies, and practical projects, students will learn strategies to incorporate social media into nursing practice while upholding professionalism and improving patient care.

NURS A382 **Self-Care for Professional Nursing Practice. (1)** (Prereq: NURS A201, NURS A202, NURS A307, and NURS A312) Students in this course will examine evidence-based self-care and stress management strategies relevant to undergraduate nursing students and practicing nurses alike. Emphasis is placed on mindfulness, time management, and healthy coping techniques that support personal well-being and resilience in the nursing profession. Using an active learning approach, students will study and apply self-care strategies, then engage in self-reflection to evaluate their effectiveness.

NURS A398 **Special Topics. (1-3)** (Prereq: Consent of instructor) An elective course on selected topics in nursing.

NURS A413 **Tools for the Nursing Profession: Research and Quality Improvement. (3)** (Prereq: NURS A309 or departmental permission) In this course, students build competencies through research and quality improvement activities. Emphasis is placed on developing students as consumers of research. Students also design and execute a quality improvement project, observing how change affects complex organizational systems. Throughout this course, students build on and apply digital, written, and oral communication skills as they interact with data and databases, develop charts, tables, and professional posters, and present findings and recommendations to others.

NURS A414 **Ethical-Legal Issues in Nursing. (2)** (Prereq: NURS A310 or departmental permission) This course emphasizes the principles and concepts of ethical theory and the legal basis for nursing practice. Ethical issues affecting nursing practice are examined to provide a basis for students to form intelligent, unbiased, ethical decisions. The legal responsibilities of nursing practice are identified and discussed particularly as they relate to ethical dilemmas and safe nursing practice.

NURS A417 **Older Adult Health. (2)** (Prereq: NURS A309 or departmental permission and one of the following: PSYC A325, STAT A201, or BADM A296) Theories of human development and the achievement and maintenance of healthy lifestyles of elders are explored.

NURS A418 **Entry into Practice. (3)** (Prereq: NURS A315, NURS A324, and NURS A414; Coreq: NURS A419) Synthesis and critical evaluation of issues related to entry into professional nursing practice. Structured review of clinical nursing course content with emphasis on critical thinking and problem-solving in the nursing profession.

NURS A419 **Nursing Care of Complex Health Problems. (3)** (Prereq: Completion of all but 2 ACE requirements; completion of all nursing courses except NURS A418, NURS A421, and NURS A425; Coreq: NURS A418, NURS A421, and NURS A425) The pathophysiology of complex health conditions is examined using simulation and case studies. Students apply and test strategies and interventions related to the care of persons experiencing multisystem organ failure due to injury or illness.

NURS A420 **Care of the Client with Complex Health Needs. (4)** (Prereq: Completion of NURS A360, NURS A350, NURS A370; RN licensure; Prereq or Coreq: NURS A440) In this course students will build on previously learned concepts, clinical skills, and clinical judgement to positively influence care management of patients with chronic and complex health care needs. Students will engage with clinical stakeholders to address chronic disease management.

NURS A421 **Leadership in Nursing & Healthcare Systems. (3)** (Prereq: Completion of all but 2 ACE requirements; completion of all nursing courses except NURS A418, NURS A419, NURS A425; Coreq: NURS A418, NURS A419, NURS A425) Students explore leadership and management principles using a systems framework to understand the professional nurse's role as a member of a multidisciplinary team within complex healthcare organizations. Essential skills for effective decision-making, priority setting, delegation, conflict management, and quality improvement are reinforced. Students will investigate an issue influencing healthcare delivery and identify feasible solutions nurse leaders could implement to address the issue.

NURS A425 **Senior Clinical Practicum. (4)** (NURS A315, NURS A324, and NURS A414; Coreq: NURS A418, NURS A419, and NURS A421; must be taken in last semester of program) NURS A425 is a clinical practicum course that focuses on the application of the nursing process for diverse clients with complex health needs. Emphasis is on collaboration with the interdisciplinary team to facilitate management of clients across the lifespan. Precepted clinical experiences and a project provide opportunities to apply leadership concepts and prepare the graduate to assume the role of a professional nurse.

NURS A430 **Nursing Research for RNs. (3)** (Prereq: Completion of STAT A201, PSYC A325, BADM A296, or other statistics courses approved by the Dean of the School of Nursing; NURS A350, NURS A360, NURS A370) The course provides an introduction to analytical and critical thinking, scientific concepts, methods and decisions, ethical and legal concerns, and research techniques essential to the research process. Emphasis is placed on the nurse as a consumer of nursing research.

NURS A440 **Gerontological Nursing for RNs. (3)** (Prereq: completion of NURS A350, NURS A360, NURS A370; Prereq or Coreq: NURS A420) Through the use of course assignments and clinical experiences students will learn skills necessary to support patients and family members through critical stages of life including healthy aging, role transitions, and end-of-life care.

NURS A450 **Community Health Nursing for RNs. (5)** (Prereq: RN Licensure, NURS A360, NURS A350, NURS A370, and NURS A430) Concepts of community health nursing are presented and applied in clinical settings with emphasis on the community and the family as clients. Communicable disease control, principles of epidemiology, health promotion practices, family theories, and public health issues are addressed.

NURS A460 **Leadership and Management in Nursing for RNs. (5)** (Prereq: RN Licensure, 2 out of 4 ACE requirements completed, NURS A350, NURS A360, NURS A370, NURS A430, and in the last semester of program.) Leadership and management concepts and principles for profressional nursing practice. Emphasis on knowledge and skills that impact effective leadership and management roles. This course will provide for the senior project and must be in the student's last semester.

Graduate Programs

Graduate Admissions

The mission of graduate programs at the University of South Carolina Aiken is to promote high academic standards and best practices, embrace new and emerging technologies, and provide current and relevant excellence in graduate education. USC Aiken graduate programs are designed to give qualified individuals professional competence in specialized disciplines and trains scholars, research specialists, teachers, and experts in various professions.

Refer to each program's Admissions section for further requirements.

There may be additional requirements for international students including transcript evaluations, English language proficiency scores, and other immigration documentation.

Tuition and Fees

Tuition costs, as well as application, academic, and other required fees, are published by the Business Services Office here: **https://www.usca.edu/departments/business-services/tuition-and-fees/**.

Course registration, withdrawal, and tuition refund deadlines are published by the Office of the Registrar here: **https://www.usca.edu/departments/registrar/academic-calendars/.**

Course Loads

A student may enroll for a semester load not to exceed 12 graduate hours. To register for more than 12 hours, a student must obtain course overload approval from the department chair/school head.

Full-Time Status

A student is classified as "full-time" when enrolled in six or more credit hours during a term (fall/spring/summer).

Transfer Credit

Each school/college determines the maximum acceptable amount of transfer credit applicable to their programs. See the "Transfer Credit" section of your program for specific information.

Academic Standards

Graduate courses may be passed for degree credit with a grade as low as C, but a degree-seeking student must maintain at least a B (3.00 on a 4.00 scale) institutional GPA. Some programs stipulate that no grade below B can be applied to a core course. Programs may cancel a student's registration privilege if the student fails to make adequate progress toward degree as defined by the program's academic policies. A student's registration privileges may also be cancelled for failure to meet academic standards as defined by their department.

Graduation

At the time of graduation, the student's graduate institutional GPA must be at least B (3.00 on a 4.00 scale). Additionally, the student's average on all grades recorded on the program of study for courses numbered 700 or above must be at least a B and all courses listed on the program of study must be at least a B.

Academic Review

The record of every graduate student will be reviewed at the end of each fall and spring semester. Individual colleges or academic programs may have higher academic requirements for students to continue in their degree programs. However, no student will be placed on probation or suspended academically from the University unless they fail to meet the standards specified here.

Academic Standing

A student's academic standing is based on their institutional GPA, and in certain circumstances, their semester GPA, both of which can be viewed in Self Service Aiken on a student's graduate-level "Unofficial Academic Transcript".

Good Academic Standing

When a student's total institutional GPA at the end of any semester is 3.00 or above, a student is in good standing.

Academic Probation

When a student's total institutional GPA at the end of any semester is less than a 3.00, the student is placed on academic probation.

Continuing on Academic Probation

Any student who is on probation at the beginning of a fall or spring semester must achieve a certain total institutional GPA of a 3.0 at the end of that semester in order to avoid suspension. However, a student may also continue on probation and avoid suspension if their semester grade point average is 3.0 or greater.

Removal from Academic Probation

When a student's total institutional GPA returns to a 3.00 or above, the student returns to good standing.

Academic Suspension

A student on probation, who is unable to improve their total institutional GPA or semester GPA to a 3.00 or above, will be suspended from the University of South Carolina Aiken and will not be permitted to enroll for further graduate course work as a degree or a nondegree student unless they are approved for reinstatement.

Reinstatement after Suspension

Each academic department offering graduate degrees may define the conditions for reinstatement to their program(s). Reinstatement is not guaranteed, is considered on a case-by-case basis, and may require the student appealing to also re-apply for admission to the university. Contact the Dean, Department Chair, or Coordinator of the program to appeal for reinstatement.

Course Materials

Off-the-Shelf is a course material model that lowers the cost of materials for students and ensures students have access to all of their required course materials on or before the first day of class. Through this program, physical books will be conveniently packaged and provided to students on a rental basis, and digital materials will be delivered directly within Blackboard. At the end of the term, students will receive email reminders to return their physical course materials to the bookstore

The program provides all required textbooks, lab manuals, access codes, and digital textbook versions to eligible students. The program does not include consumables that cannot be returned and reused such as lab goggles, dissection kits, molecular model kits, engineering kits or nursing kits.

The charge is currently assessed at $25 per credit hour based on the number of hours registered each semester. The book charge is automatically assessed to the student's account upon registration. The fee is financial aid eligible.

Students may opt-out of the Off-the-Shelf program each semester during the opt-out window.

More information: https://www.usca.edu/departments/business-services/off-the-shelf/

Master of Business Administration

offered by the

School of Business Administration

Dr. Ravi Narayanaswamy,

Dean of the School of Business Administration

Dr. Ana Elisa Iglesias,

Associate Dean of the School of Business Administration

A Master of Business Administration (MBA) through USC Aiken can be taken fully online or in a hybrid modality. The MBA can be taken with a concentration, a general MBA, or with a dual specialization. An MBA with a Concentration allows a student to acquire an area of expertise, in Accounting, Finance, Human Resources Management, Healthcare Leadership, or Project Management. A general MBA allows for a more customizable program for those not interested in the concentration or the dual specializations.

An MBA with Dual Specializations allows a student to focus in on multiple subjects. The specializations that the School of Business Administration offers are AI for Business, Business Analytics, Corporate Governance, Healthcare Operations, Human Resources Operations, Project Leadership, Sports Management, and Supply Chain.

The Foundation Modules are available free of charge in the Online MBA Resource Center.

Admission Requirements

Students are admitted to the MBA Program according to the following criteria:

1. Successful completion of a bachelor's degree from an accredited institution of higher learning.

2. Official transcripts from the most recent degree completed.

Curriculum

The MBA curriculum involves six core courses, including five required core classes in management, marketing, accounting, finance, and strategy (15 credit hours) plus one course from the flexible core (3 credit hours), accompanied by four courses of additional topics in business (12 credit hours). A minimum of ten unique courses must be completed to fulfill the MBA degree requirements.

Faculty

Courses in the AACSB-accredited MBA program are taught by faculty who meet rigorous academic and professional qualification standards. Instructors include scholarly academics and experienced practitioners who maintain currency through scholarly and professional activities, including peer-reviewed research, professional engagement, consulting, leadership service, and other significant contributions to the business community. This integration of academic scholarship and applied expertise ensures that graduate students engage with current management theory, evidence-based practice, and relevant insights from today's dynamic business environment.

Academic Regulations

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken. The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin.

Graduate students in USC Aiken master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals or a modification of those goals. USC Aiken will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

Graduate Advisement

Graduate advising materials are available in the MBA Resource Center in Blackboard. Students are expected to be proactive with self-advising. Registration for MBA classes open several months prior to the start of a semester. Some classes might fill early. Students are encouraged to register for classes as soon as possible to have the most access to course availability. Students are not overridden into closed classes if they fail to register early. All override decisions can only be made by the Dean of the School of Business Administration. Questions regarding MBA advising must be sent to SOBA@USCA.edu. Messages are answered in the order in which they arrive.

Course Loads

Since the MBA program is year-round a student may enroll for a load of six graduate hours per half-semester term. To register for more than six graduate hours, a student must obtain course overload approval from the Dean of the School of Business Administration.

Credit by Examination

No graduate credit is offered by examination only.

Maximum Period Allowed

Six years is regarded as the maximum time allowed for graduate credits for MBA degree candidates. In case more time than six years is spent on the MBA program, special arrangements may be made with the School of Business Administration for the revalidation of credits in USC Aiken business courses. MBA students who fail to complete the program in the period allowed become subject to changes in degree requirements adopted up to the date six years prior to their graduation.

Transfer Credit

Up to six semester hours of graduate credit with grades of B or better (or equivalent grades if a different system is used) from an AACSB accredited graduate business degree program may be transferred for use. All such transfer credit must be approved by the Dean of the School of Business Administration. The credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the six-year time limit.

Attendance

MBA students are expected to participate in all regular class meetings and activities. Unsatisfactory attendance or participation may be considered adequate reason by the instructor for requesting the student to withdraw from the course.

Appeals and Petitions

Appeals and petitions related to programs, regulations, or other academic matters will be reviewed the MBA Director and the Dean of the School of Business Administration.

Withdrawal Due to Extenuating Circumstances

Students may withdraw due to extenuating circumstances like prolonged illness or debilitating accidents. Online MBA students have the choice to select withdrawal from a term OR a semester.

Students will complete the form for Withdrawal Due to Extenuating Circumstances. Students should use the procedures presented in the current Bulletin under Policies and Procedures. Students may get the Withdrawal Due to Extenuating Circumstances form on the USC Aiken Registrar's web page.

Applications for Degrees

All candidates for degrees must file a formal application to graduate in Self-Service Carolina by the date announced by the USC Aiken Office of the Registrar. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted by the Graduate Program Director. Deadlines are indicated in the Academic Calendar for each term. Diplomas will not be awarded retroactively.

Other USC Aiken regulations and procedures relating to graduate students are published in other sections of this Bulletin and the USC Aiken Student Handbook.

Minimum Technology Requirement for Online Courses

Technical requirements can be found at: https://www.usca.edu/departments/online-learning-support/student-support/

Master of Business Administration

Option 1: MBA with a Concentration

Option 2: General MBA

Option 3: MBA with Dual Specializations

Total credit hours required: 30

MBA with a Concentration

Concentrations:

Accounting

Finance

Healthcare Leadership

Human Resources Leadership

Project Management

An MBA with a Concentration requires a total of 30 hours (10 unique courses): 15 hours (5 courses) of business core courses. 3 hours (1 course) of flexible core courses. 12 hours (4 courses) of specific concentration courses. Courses may not be double-counted.

1. Required Core 15

- MGMT A715 Management & Organizational Behavior
- MKTG A716 Marketing Management
- ACCT A717 Accounting for Decision Making
- FINA A718 Financial Analysis for Decision Making
- MGMT A760 Business Strategy

2. Flexible Core 3

Select one of the following three courses to fulfill the flexible core requirement.

- ECON A714 Economics for Decision Making
- MGSC A724 Business Analytics
- MGSC A733 Strategic Information Systems

3. Concentration Requirements 12

***Accounting* Concentration 12**

- MGMT A734 Corporate Governance
- ACCT A731 Advanced Accounting Topics
- ACCT/FINA A733 Information Systems for Accounting and Financial Data
- ACCT/FINA A734 Analytics for Accounting and Financial Data

***Finance* Concentration 12**

- MGMT A734 Corporate Governance
- FINA A731 Advanced Corporate Finance
- ACCT/FINA A733 Information Systems for Accounting and Financial Data
- ACCT/FINA A734 Analytics for Accounting and Financial Data

***Healthcare Leadership* Concentration 12**

- HSPM A729 AI in Healthcare
- HSPM A730 Healthcare Compliance and Defense
- HSPM A731 Healthcare Strategic Management
- HSPM A732 Healthcare Marketing

***Human Resources Leadership* Concentration 12**

- MGMT A726 Human Resources Management
- MGMT A731 Leadership in Organizations
- MGMT A727 Organizational Dynamics and People Analytics
- MGMT A728 Employee Relations and Employment Law

***Project Management* Concentration 12**

- MGSC A750 Project Management
- MGSC A735 Product Management
- MGMT A749 Project Governance
- MGSC A737 Business Intelligence

TOTAL hours required (min.)[1] 30

[1] a minimum of 10 unique courses

General MBA

A General MBA requires a total of 30 hours (10 unique courses): 15 hours (5 courses) of business core courses. 3 hours (1 course) of flexible core courses. 12 hours (4 courses) of general MBA requirement courses. Courses may not be double-counted

1. Required Core 15

- MGMT A715 Management & Organizational Behavior
- MKTG A716 Marketing Management
- ACCT A717 Accounting for Decision Making
- FINA A718 Financial Analysis for Decision Making
- MGMT A760 Business Strategy

2. Flexible Core 3

Select one of the following three courses to fulfill the flexible core requirement. Note: no flexible core course may be double counted. If a course on this list is used to fulfill a specialization requirement, then a different course must be selected from this list to fulfill the flexible core requirement.

- ECON A714 Economics for Decision Making
- MGSC A724 Business Analytics
- MGSC A733 Strategic Information Systems

3. General MBA Requirements: 12

Select four from the following:

- ACCT A731 Advanced Accounting Topics
- ACCT/FINA A733 Information Systems for Accounting and Financial Data
- ACCT/FINA A734 Analytics for Accounting and Financial Data
- BADM A739 Special Topics in Business (topics vary)
- FINA A731 Advanced Corporate Finance
- HSPM A728 Health Economics
- HSPM A729 AI in Healthcare
- HSPM A730 Healthcare Compliance and Defense
- HSPM A731 Healthcare Strategic Management
- HSPM A732 Healthcare Marketing
- MGMT A720 Legal and Ethical Environment of Business
- MGMT A726 Human Resource Management
- MGMT A727 Organizational Dynamics and People Analytics
- MGMT A728 Employee Relations and Employee Law
- MGMT A731 Leadership in Organizations (used to be LDRS)
- MGMT A734 Corporate Governance
- MGMT A735 Corporate Sustainability
- MGMT A736 Sports Management and Leadership
- MGMT A749 Project Governance
- MGMT A751 Business Practices in Europe
- MGSC A724 Business Analytics (if used for flex core cannot be used for elective)
- MGSC A728 Operations Management
- MGSC A731 Supply Chain Management
- MGSC A732 Supply Chain Analytics
- MGSC A733 Strategic Information Systems (if used for flex core cannot be used for elective)
- MGSC A735 Product Management
- MGSC A736 Cybersecurity Management
- MGSC A737 Business Intelligence
- MGSC A747 AI For Business
- MGSC A748 Process Management
- MGSC A750 Project Management
- MKTG A717 Sports Marketing
- MKTG A718 AI for Marketing

TOTAL hours required (min.)[1] 30

[1] a minimum of 10 unique courses

MBA with Dual Specializations

Specializations:

AI in Business

Business Analytics

Corporate Governance

Healthcare Operations

Human Resources Operations

Project Leadership

Sports Management

Supply Chain

An MBA with Dual Specializations requires a total of 30 credit hours (10 unique courses): 15 hours (5 courses) of business core courses. 3 hours (1 course) of flexible core courses. 12 hours (4 courses) of specialization coursework.

Students must declare two specializations early in the program.

Students must complete 6 credit hours (2 courses) in each of two specializations

1. Required Core 15

2. Flexible Core 3

3. Specialization Requirements: 12

Students must complete TWO specializations (6 credits each) for a total of 12 credits.

AI in Business **..... 6**

Required:

- MGSC A747 AI in Business

Select one course from:

- MKTG A718 AI for Marketing
- HSPM A729 AI in Healthcare

Business Analytics **..... 6**

Required:

- MGSC A724 Business Analytics

Select one course from:

- ACCT/FINA A734 Analytics for Accounting and

Financial Data

- MGSC A737 Business Intelligence
- MGSC A725 Data Visualization

Corporate Governance **6**

Required:

- MGMT A734 Corporate Governance

Select one course from:

- MGMT A735 Corporate Sustainability
- MGMT A720 Legal and Ethical Environment in Business
- MGMT A751 Business Practices in Europe

Healthcare Operations **6**

Required:

- HSPM A731 Healthcare Strategic Management

Select one course from:

- HSPM A729 AI in Healthcare
- HSPM A730 Healthcare Compliance and Defense
- HSPM A732 Healthcare Marketing
- HSPM A728 Health Economics

Human Resources Operations **6**

Select two courses from:

- MGMT A726 Human Resources Management
- MGMT A727 Organizational Dynamics and People Analytics
- MGMT A728 Employee Relations and Employment Law

Project Leadership **6**

Required:

- MGSC A735 Project Management

Select one course from:

- MGMT A749 Project Governance
- MGMT A731 Leadership in Organizations

Sports Management **6**

Required:

- MGMT A736 Sports Management and Leadership
- MKTG A717 Sports Marketing

Supply Chain **6**

Required:

- MGMT A731 Supply Chain Management

Select one course from:

- MGSC A732 Supply Chain Analytics
- MGSC A735 Product Management
- MGSC A728 Operations Management
- MGSC A748 Process Management

TOTAL hours required (min.)[1]..... 30

[1] a minimum of 10 unique courses

Course Descriptions

MBA (all subjects)

ACCT A717 **Accounting for Decision Making (3).** A survey of relevant contemporary topics in financial accounting and reporting to include the fundamentals of the accounting process that provide a business manager the ability to read, analyze, and interpret financial accounting data crucial to making informed economic decisions. Topics include transaction analysis, operating profitability, investing and financing activities, forecasting, and valuation.

ACCT A731 **Advanced Accounting Topics (3).** Advanced topics in accounting theory and practice. Students should have a background in accounting or complete ACCT 717 prior to taking this course. Students may repeat ACCT A731 but may not enroll in the same topic twice..

ACCT A733 **Information Systems for Accounting and Financial Data. (3)** An examination of the role and use of information systems for accounting and financial data management covering topics that include information technology governance, cybersecurity, risks, controls, and decision-making. Students should have a background in accounting or complete ACCT A717 prior to taking this course.

ACCT A734 **Analytics for Accounting and Financial Data. (3)** This course focuses on using data analytics to gather, model, and transform data to suggest conclusions and support decision-making. Students should have a background in accounting or complete ACCT A717 prior to taking this course.

BADM A739 **Specialized Topics in Business Administration. (3)** An in-depth study of selected topics in business. Students may repeat BADM A739 but may not enroll in the same topic twice.

ECON A714 **Economics for Decision-Making (3)** The application of microeconomic and macroeconomic concepts and marginal analysis to the process of optimal decision making. To help students to better prepare for leadership positions in business, the course will cover relevant theoretical and applied economic concepts.

FINA A718 **Financial Analysis for Decision Making (3).** A focus on financial analysis techniques and applications, along with other relevant information, used for managerial decision-making. Students should have a background in accounting or complete ACCT A717 prior to taking this course.

FINA A731 **Advanced Corporate Finance (3).** (Prereq: FINA A718) Building on the core finance course, this course advances the student's knowledge of wealth creation through bond valuation, stock valuation, cost of capital, capital structure, dividend payment policy, and the fundamentals of derivative pricing.

FINA A734 **Analytics for Accounting and Financial Data. (3)** This course focuses on using data analytics to gather, model, and transform data to suggest conclusions and support decision-making. Students should have a background in accounting or complete ACCT A717 prior to taking this course.

HSPM A728 **Health Economics. (3)** This course provides

a rigorous foundation in the economic analysis of health and healthcare markets. Students will investigate why healthcare markets deviate from standard competitive models, specifically examining the roles of asymmetric information, uncertainty, and extensive government intervention.

HSPM A729 **AI in Healthcare. (3)** This course explores the transformative potential of artificial intelligence (AI) in revolutionizing the healthcare industry. Through a combination of theoretical concepts and real-world applications, students will gain a comprehensive understanding of how AI is being used to improve patient care, enhance diagnostics, accelerate drug discovery, and optimize healthcare operations.

HSPM A730 **Healthcare Compliance and Defense. (3)** The course provides an overview of the key laws and regulations that govern healthcare organizations. It will provide an overview on how to implement effective compliance programs and how to defend healthcare organizations against investigations and enforcement actions.

HSPM A731 **Healthcare Strategic Management. (3)** This course covers strategic management in healthcare operations including topics such as mission creation, environmental analysis, and planning processes.

HSPM A732 **Healthcare Marketing. (3)** This course provides an overview of the process of creating, communicating, delivering, and exchanging products and services that have value for customers, and partners in a healthcare business environment.

MGMT A715 **Management and Organizational Behavior. (3)** Studies of the underlying concepts, theories, and practices relating to management and organizational behavior.

MGMT A720 **Legal and Ethical Environment of Business. (3)**. This course provides an analysis of legal and ethical issues as they relate to the business environment.

MGMT A722 **Globalization and Business. (3).** Survey of the economic, political, cultural, and legal environment in our global economy, emphasizing how successful companies operate and manage strategic approaches.

MGMT A726 **Human Resources Management. (3)** This course examines human resource management, including key HR functions and the management of human capital, from a strategic perspective. The course covers current and relevant topics that inform managerial decision-making and organizational performance.

MGMT A727 **Organizational Dynamics and People Analytics. (3)** Examines how workforce performance and productivity relate to organizational outcomes. Students analyze workforce data and organizational outcomes to identify organizational issues across teams and units.

MGMT A728 **Employee Relations and Employment Law. (3)** Examines how managers address workplace issues within the legal framework governing employment. Emphasizes handling employee complaints, conducting fair investigations, and making disciplinary decisions while supporting sound workplace governance and managing organizational risk.

MGMT A731 **Leadership in Organizations. (3)** Examines leadership theories and leadership practice in organizational contexts. The course emphasizes the development of leadership capabilities related to communication, influence, team leadership, and leading organizational change in contemporary business environments.

MGMT A734 **Corporate Governance. (3)** This course examines the relationships between corporate managers, the boards of directors charged with overseeing them, and investors. It explores the responsibilities of the board, including financial statement approval, CEO performance assessment, executive compensation, and succession planning.

MGMT A735 **Corporate Sustainability. (3)** This course provides an understanding of the growing importance of ethical business practices and environmental practices in the modem corporate landscape. It will explore the ethical obligations of directors and officers required to ensure responsible decision-making and safeguarding stakeholder interests.

MGMT A736 **Sports Management and Leadership. (3)** This course provides an overview of the governance structures in sports organizations. It will explore the communication, decision-making, and conflict resolution skills essential for sports leadership.

MGMT A749 **Project Governance. (3)** This course delves into the critical field of project governance, examining the structures, processes, and decision-making frameworks required for successful project oversight. Students will develop a deep understanding of project governance principles and their practical application in diverse project environments.

MGMT A751 **Business Practices in Europe. (3)** This course explores the business customs and norms of key European nations, focusing on cultural factors that influence behavior across the continent. Emphasizing business etiquette, interpersonal communication, and negotiation practices, the course provides students with a broad understanding of how cultural, corporate, and institutional dynamics intersect in the European business environment.

MGMT A760 **Business Strategy (3)** (Prereq: MGMT A715, MKTG A716, ACCT A717, FINA A718) This course presents the strategic management process and the formulation and application of functionally integrated business policy by top management. Students in this class are expected to have a background in business, such as an undergraduate degree in business or years of experience. Students who do not have a business background should complete all of the foundation courses in the online MBA orientation course prior to taking this course.

MGSC A724 **Business Analytics. (3)** This course covers some of the most widely used analytical tools necessary for making better management decisions and provides a conceptual and technical foundation for business.

MGSC A725 **Data Visualization. (3)** This course delves into the art and science of data visualization, focusing on techniques to transform raw data into compelling visual narratives that drive business intelligence. Students will gain hands-on experience prototyping a variety of visualizations using real-world datasets. By the end of the course, they will be equipped with the skills to leverage data models and datasets

effectively, creating impactful visualizations that inform and guide decision-making, utilizing cutting edge visualization tools.

MGSC A728 **Operations Management. (3)** This course is designed to introduce fundamental processes of managing and controlling a variety of operations, covering both manufacturing and services sectors. Students will learn concepts, techniques, and tools to design, analyze, and improve operational capabilities of an organization. Students should have a background in quantitative analysis or complete BADM A724 prior to taking this course

MGSC A731 **Supply Chain Management. (3)** The course studies supply chain management activities including production planning, inventory management, and logistics. Students should have a background in quantitative analysis or complete MGMT A728 prior to taking this course.

MGSC A732 **Supply Chain Analytics. (3)** This course will discuss the application of advanced analytics to optimize and enhance supply chain performance. Students will develop the ability to leverage data-driven insights to improve forecasting, inventory management, logistics, and overall supply chain efficiency. The course covers a wide range of analytical techniques, including descriptive, predictive, and prescriptive analytics, in the context of real-world supply chain challenges.

MGSC A733 **Strategic Information Systems (3).** Examination of the critical role of information technology in contemporary business organizations. This course emphasizes the use of information systems to develop and sustain competitive advantage.

MGSC A735 **Product Management. (3)** This course explores the unique challenges of creating products and bringing them to market.

MGSC A736 **Cybersecurity Management. (3)** This course explores the interconnections between cybersecurity solutions and core business principles.

MGSC A737 **Business Intelligence. (3)** This course focuses on leveraging software and services to transform data into actionable insights that inform organizations how to make effective decisions.

MGSC A738 **Cyberwarfare Management. (3)** This course provides knowledge and skills needed to be an effective cyberwarfare manager. It will discuss the latest threats in the cyber landscape and identify strategies to develop effective defenses and respond to vulnerabilities quickly and efficiently.

MGSC A747 **Artificial Intelligence for Business. (3)** This course empowers graduate students with the knowledge and skills to leverage AI's potential, identify opportunities for innovation, and develop strategic frameworks for AI integration within their organizations. Students will gain a deep understanding of AI technologies, their business implications, and the ethical considerations surrounding their deployment.

MGSC A748 **Process Management. (3)** This course explores the principles and practices of process management, equipping graduate students with the skills to analyze, improve, and transfonm business processes to achieve strategic goals. Students will gain a deep understanding of process mapping, modeling, and analysis techniques, and learn to leverage technology and data-driven insights to streamline operations and drive innovation.

MGSC A750 **Project Management (3)** Examination of project management concepts related to management of technology, people, stakeholders, and other diverse elements necessary to successfully complete a project. Students should have a background in operations or complete MGMT A731 or MGMT A728 prior to taking this course.

MKTG A716 **Marketing Management. (3)** Focuses on essential marketing skills and concepts needed by successful managers including consumer behavior, decision making processes, marketing strategies, and marketing research.

MKTG A717 **Sports Marketing. (3)** This course provides an overview of the principles anc strategies of marketing and branding sports organization. It will explore the use of sponsorships, advertising, social media, and other marketing channels in the sports industry.

MKTG A718 **AI for Marketing. (3)** This course offers a comprehensive examination of the transformative impact of Artificial Intelligence (AI) on modern marketing. Students will delve into the theoretical foundations and practical applications of AI-powered tools and techniques, learning how to leverage them to optimize marketing strategies, enhance customer experiences, and drive business growth.

Master of Education

offered by the

School of Education

Dr. David G. Buckman,

Dean of the School of Education

The Master's in Education degree from USCA prepares educators not only for advanced roles in administration but also as leaders of instructional change, fostering environments that enhance both teaching and learning. They are ideal programs for educators aiming to extend their influence beyond the classroom and into broader educational policy and strategy, ensuring a significant impact on educational outcomes.

We offer two distinct M.Ed. degrees to meet the needs of aspiring school leaders:

Teacher Leadership

Designed for educators who wish to remain in the classroom while serving as instructional leaders, mentors, and change agents in their schools. This track does not lead to administrative licensure.

Educator Leadership: Principal Certification

Designed for educators pursuing Principal Certification in South Carolina. This track prepares candidates for roles such as assistant principal or principal and aligns with state certification requirements.

Admission

Apply online at http://www.usca. edu/admissions/gradforms.doc. Acceptance by the School of Education will be based upon the applicant's total academic profile. Application to the masters degree program can be made after completion of at least a bachelor's degree from a college or university accredited by a regional accrediting agency. The standard for admission will be based on a total profile for the candidate. An application cannot be given final consideration until all required credentials have been received.

Application requirements include the following:

1. Official transcript showing the award of the baccalaureate or higher degree by an accredited college or university. Transcripts verifying all previous graduate degrees will be required to complete the permanent record. Transcripts of all previous academic study at the time of application may be requested.

2. Letter of intent that delineates what you will accomplish through this program including your intended specialty areas within the program.

3. Copy of Teacher License/certification

Application files are handled by the USC Aiken Graduate Office. Completed files clearly meeting all criteria for admission are forwarded to the Program Coordinator for approval. Upon approval, students receive an official letter of acceptance from the Dean of the School of Education.

The successful applicant should have an undergraduate grade point average of at least 2.75 on a 4.0 scale and a well written letter of intent that matches the objectives of the program.

The program should be established during the first semester of study and no later than the semester following the completion of the first 12 hours. Only six hours of courses taken as a non-degree student in the USC system or six hours of courses designated as Professional Development may be used to meet the requirements of a graduate degree program (without approval of the Dean).

Enrollment Classifications

Full Admission Status

Applicants who have met **all** requirements for admission. Up to 12 hours of graduate credit from an accredited university or college may be accepted toward the degree, subject to approval of the Dean of the School of Education.

Non-degree Enrollment Status

Students who intend to seek a graduate degree but lack one or more of the requirements for full admission status, or who are seeking graduate credit for the purpose of recertification or for transfer to another college or university. Only six (6) hours taken as a non-degree student at any USC campus may be used toward a degree program.

Provisional Status

Applicants who intend to seek a graduate degree, but lack sufficient requirements for full admission status may be provided provisional status. Provisional students must attain a 3.0 grade point average during the first 12 credit hours to be eligible for full admission. (These courses may be designated by department). A non-refundable application fee of $45 is required of all first-time applicants to the USCA graduate program.

Appeals for Admission

An appropriate hearing board will provide each student with an opportunity to challenge the content of University records, to ensure that the records are not inaccurate or misleading and to provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Such requests should be made through the Graduate Advisory Council at USC Aiken. For additional information on the admissions appeal process, please refer to the *USC Aiken Graduate Policies and Procedures Manual.*

Valid Period of Admission

Admission to the Graduate School is valid for one year unless a shorter period is specified by a particular program. If an admission has not been acted upon by a student after one calendar year, the student must reapply for admission. Students who have been admitted to a graduate program under regulations other than these, and have not completed any USC graduate courses during a period of three or more years are required to fulfill current admission requirements prior to returning to the University for additional graduate work. Such students become subject to regulations of the Graduate Program to which they are admitted in effect at the time of readmission.

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the interest of the University.

International Student Admission

Students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USC Aiken Graduate Admissions Office from the evaluation service. (A list of several professional Evaluation Services can be obtained from the USC Aiken Admissions Office or found on the USCA web site at: www.usca. edu/admissions). Students will not be considered for admission until this evaluation is received.

Graduate Assistantships

Periodically, graduate assistantships are made available through

various grants received by the School of Education. Graduate assistantships carry a stipend that varies with the funding sources and number of hours of work required as part of the assistantship. Students should contact the program coordinator to inquire about assistantship availability and application procedure.

Faculty

School of Education faculty are listed in the undergraduate section of this document.

Academic Regulations

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken. The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy, or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin.

Graduate students in master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin.

Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of those goals. The school will work closely with students facing such problems, in an effort to resolve them with minimum difficulty. Students earning a graduate degree from USC Aiken must complete at least one-third of the credit hours for the degree through courses at USC Aiken.

Graduate Advisement

Every graduate student admitted to a degree program is entitled to an advisor in the School of Education at USC Aiken. Any graduate student who has not been assigned an advisor should consult the Coordinator of the M. Ed. Program for information on advisement procedures. Students admitted as "non-degree" students, that is, those who do not seek degree admission or who have not yet met all the conditions for degree admission, are not assigned to advisors but may consult the Coordinator of the M. Ed. Program for both specific and general information.

Graduate Program of Study

Every graduate student should file a Program of Study form at the earliest convenient date. Program forms may be obtained from the Graduate Office. Candidates for the master's degree may file their program forms during the first semester of study and should in no case file them later than the semester following the completion of their first 12 hours.

A Program of Study form is a written agreement signed by the student and the advisor and the Dean of the School of Education. This formal agreement serves a number of purposes to the benefit of the student and the University: it causes students and advisors to engage in early planning with specific goals in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement; and it protects students in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes. The procedure for change is similar to that for filing the original program and usually requires the same series of signatures. Degree students are entitled to the advantages of a Program of Study and should take the necessary steps to secure them at the appropriate time.

Courses

Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The Dean may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences.

A maximum of 6 hours of graduate coursework identified as professional development courses may be applied toward the M.Ed. Degree subject to approval of the Dean.

Special permission to enroll should be requested from the program coordinator prior to registration.

Credit by Examination

No graduate credit is offered by examination only.

Academic Standards

Graduate courses may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit must be at least B (3.0 on a 4-point system). Grades earned on credits transferred from other universities do not count in the grade point average. Students who receive grades below B on 12 or more graduate credit hours within a six year period are consequently suspended from degree candidacy status and are not permitted to enroll for further courses even as non-degree students without the specific approval of their academic unit. This rule applies to courses taken for non-degree purposes as well as to courses taken in the degree programs; it applies even to courses taken in two or more degree programs. Courses six years old or older will not be counted toward a master's degree without revalidation. Grades of C or lower received in outdated courses will be dropped and these courses will cease to be a disqualifying factor.

Maximum Period Allowed

Six years is regarded as the maximum time allowed for graduate credits for degree candidates. In case more time than six years is spent on the program, special arrangements may be made with the School offering the program for the revalidation of credits in courses given by the institution. Students who fail to complete their programs in the period allowed become subject to changes in degree requirements adopted up to the date six years prior to their graduation. No program is to be completed in less than a twelve-month period.

Revalidation

Regular graduate students of the institution desiring to revalidate a course must secure permission of the Coordinator of the M. Ed. Program and of the Dean of the School of Education. The applicant must pay to the Graduate Office of the institution, in advance of the examination, a non-refundable fee of $25.00 per credit hour.

Transfer Credit

Up to 12 semester hours of credit with grades of B or better (or equivalent grades if a different system is used) from other institutions of approved graduate standing may be transferred for use with the restrictions that the credit must have been earned at an institution accredited at the time the course work was completed. The only exceptions to this standard are as follows: transfer from foreign institutions, transfer of course work completed at an accredited institution, or the acceptance of credit for military education. Transfer must be approved by the Coordinator of the M.Ed. Program and by the Dean of the School of Education. The credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the time limit. Graduate credit will not be accepted for portfolio-based experimental learning which occurs prior to the student's matriculation.

Attendance

Students are expected to participate in all regular class meetings and activities. Unsatisfactory participation may be considered adequate reason by the instructor for requesting the student to

withdraw from the course.

Appeals and Petitions

Appeals and petitions related to programs, regulations, or other academic matters will be reviewed first by the academic unit then by the USC Aiken Graduate Advisory Council and finally forwarded to the USC Aiken Executive Vice Chancellor for Academic Affairs for approval. See Academic Affairs and Regulations section of this bulletin for information on relief from academic regulations. Appellants who have maintained a B average despite their accumulation of lower grades may, if their appeals are supported by their academic units, be allowed to proceed toward their degrees provided they receive no additional grades below B. Appellants who have not maintained a B average should show extenuating circumstances and obtain the support of their academic units if they wish to be considered for reinstatement by the USC Aiken Graduate Advisory Council.

Applications for Degrees

All candidates for degrees must file a formal application with the USC Aiken Office of the Registrar through Self-Service Carolina according to deadlines listed in the Academic Calendar. In addition, a Graduation Clearance Form must be submitted by the student's Dean or Department Chair. Diplomas will not be awarded retroactively.

USC Aiken regulations and procedures are printed in other sections of the Bulletin and the USC Aiken Student Handbook.

Degree requirements:

1. Successful completion of an approved program of study providing a minimum of 36 hours of graduate credit. A student's official program of study must be approved not only by the student's advisor but by the Dean of the School of Education and the Executive Vice Chancellor for Academic Affairs.

2. A minimum grade point average of 3.00 (B) is required on the total graduate program with a minimum of B on all 700-800 level courses.

3. Successful completion of an action research project and an oral defense.

Master of Education in Teacher Leadership

Total credit hours required: 36

The Master's Degree in Educator Leadership prepares educators for a variety of leadership roles in their buildings or districts. The program is intended to (1) develop administrative skills such as management, supervision and decision-making but also will focus on preparing school leaders to be instructional leaders, and (2) improve instruction and in turn improve student learning. The program focuses on building collaborative cultures and professional learning as well as continuous improvement through data-driven decision making. Another key focus of this program is to prepare these leaders to have a deep understanding of best practices in aligning curriculum, instruction, and assessment. Applicants enter the program after completion of at least the bachelor's degree and will complete a minimum of 36 semester credit hours for the Master's degree. In addition to the completion of core courses, students will complete an Action Research Capstone project based on a field-based needs assessment and data analysis. All courses are offered in a web-based format.

1. Core Courses 18

- EDUC A632 Multicultural Educ. for Diverse Learners 3
- EDUC A660 Professional Leadership and Mentoring 3
- EDUC A661 Professional Development & Adult Lrning 3
- EDUC A662 Curriculum, Instruction & Assessment 3
- EDUC A663 Assessment & Data Analysis 3
- EDUC A664 Applied Research 3

2. Practicum Courses 6

- EDUC A672 The Teacher Leader in Practice I 3
- EDUC A673 The Teacher Leader in Practice II 3

3. Specialty Area Courses ..... 12 (minimum)

ESOL (Add-on certification) 9

- EDUC A630 Princ.& Strat.Teaching Elem & Sec ELLs ... 3
- EDUC A631 Teaching Reading & Writing to Multilingual Learners 3
- EDUC A636 Linguistics 3

Project-Based Learning (Add-on Endorsement) 9

- EDUC A641 Introduction to Problem-Based Learning 3
- EDUC A642 Appl. of PBL in Curriculum & Instruction 3
- EDUC A643 Practicum in Project-Based Learning 3

Gifted & Talented (Add on Endorsement) 6

- EDUC A650 Intro to Curriculum for GT Students 3
- EDUC A651 Nature and Needs of GT Students 3

Literacy (R2S Endorsement) 12

- EDUC A653 Foundations in Reading 3
- EDUC A654 Assessment of Reading 3
- EDUC A655 Content Area Reading and Writing. 3
- EDUC A656 Instructional Practices 3

Early Childhood Special Education 18

- EDUC A620 Adv Study of Intro to Early Childhood Special Education 3
- EDEC A621 Adv Study of Assessment of Young Children with Disabilities 3
- EDUC A622 Adv Study of Procedures for Working with Young Children with Disabilities 3
- EDEC A623 Adv Study of Social/Emotional Development & Guidance for Young Children with Disabilities 3
- EDEC A624 Practicum/Field Exp. in ECE SpEd 3
- EDUC A625 Family Engagement in ECE SpEd 3

Middle Level Education 3

- EDUC A755 Middle School Org. and Curriculum 3

Special Education 3

- EDEX A603 Assessment of People w/Exceptionalities ... 3
- EDEX A610 Intro to People w/ Intellectual Disabilities 3
- EDEX A615 Methods & Materials for Teaching People w/ Intellectual Disabilities 3
- EDEX A620 Introduction to Learning Disabilities 3
- EDEX A624 Behavior Intervention & Management 3
- EDEX A625 Methods & Materials for Teaching People w/ Learning Disabilities 3

- EDEX A630 Characteristics of People w/ Emotional and/ or Behavioral Disorders.....3
- EDEX A635 Methods & Materials for Teaching People w/ Emotional Behavioral Disorders.....3

TOTAL hours required (min.).....36

Master of Education in Educator Leadership: Principal Certification

Total credit hours required: 36

The USCA School of Education principal preparation program aims to equip aspiring school leaders with the skills, knowledge, and competencies required to effectively lead K-12 schools. This program is designed to align with state standards and educational best practices, ensuring that participants are well-prepared to take on the challenges of school leadership.

Graduates of this program are expected to lead schools with a focus on improving student achievement, fostering a positive school culture, and ensuring effective school management. The programs aim to produce leaders who can address the unique challenges of South Carolina's educational landscape.

Previous graduates of the Educator Leadership, MEd at USC Aiken may apply the following core courses to the completion of the Educator Leadership: Principal Certification, MEd: EDUC A632, A660, A661, A662, A663, A664 (18 credit hours). Students will need to complete the following courses to earn the Principal Certification: EDUC A682, A683, A670, A702, A703, A705 (18 credit hours).

1. Core Courses.....18

- EDUC A632 Multicultural Educ. for Diverse Learners.....3
- EDUC A660 Professional Leadership and Mentoring.....3
- EDUC A661 Professional Development & Adult Lrning.....3
- EDUC A662 Curriculum, Instruction & Assessment.....3
- EDUC A663 Assessment & Data Analysis.....3
- EDUC A664 Applied Research.....3

2. Practicum Courses.....6

- EDUC A682 The Principal in Practice I.....3
- EDUC A683 The Principal in Practice II.....3

3. Principal Area Courses.....12

- EDUC A702 School Personnel & Leadership.....3
- EDUC A670 Community & External Leadership.....3
- EDUC A704 School Finance & Business Management.....3
- EDUC A705 School Law & Professional Ethics.....3

TOTAL hours required (min.).....36

Course Descriptions

Early Childhood (EDEC)

EDEC A621 **Advanced Study of Assessment of Young Children with Disabilities. (3)** Young children with special needs may be medically diagnosed for screening instruments may be needed to document a potential developmental delay. This course will explore screening instruments as well as assessment tools for monitoring a child's progress.

EDEC A623 **Advanced Study of Social/Emotional Development and Guidance for Young Children with Disabilities. (3)** Guidance for young children with disabilities requires a variety of strategies for helping students to be successful in the classroom. This course will explore the social/emotional development of young children as well as guidance strategies for young children in a variety of settings. Strategies for supporting the development of young children's social/emotional development will be explored.

EDEC A624 **Practicum/Field Experience in Early Childhood Special Education. (3)** Students will participate in a supervised field experience in a setting with young children with identified special needs. These settings may include early intervention programs which include home visits, Head Start/Early Head Start, 4K, and public school programs for young children with special needs. The practicum experience will include at least 30 hours in the classroom.

EDEC A653 **Collaboration, Families and Early Intervention. (3)** This course will prepare teachers to collaborate with a variety of education personnel, the families of students who have one or more disabilities. and the field of early childhood special education. Additional topics explored in this course include co-teaching, early intervention and special educator professional ethics.

Elementary (EDEL)

EDEL A615 **Advanced Study and Application of Science Methods. (3)** Reinforces the science background of prospective and practicing teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources, and evaluation procedures.

EDEL A670 **Advanced Study and Application of Language Arts Methods. (3)** Content, goals, and methods of teaching language arts. Emphasis is placed on the teaching of oral and written expression and listening.

EDEL A715 **The Elementary School Curriculum. (3)** Critical study of the modern elementary school curriculum.

EDEL A717 **Curriculum Problems in the Elementary School. (3)** (Prereq: EDEL A715) A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research and expert opinion.

EDEL A718 **Critical Issues and Trends in American**

Education. (3) Examines contemporary issues and trends in today's schools and the best solutions in terms of research and expert opinion. Emphasis is on issues relating to diversity, current educational policies and practices, and curriculum and instruction.

EDEL A745 **Advanced Study and Application of Mathematics and Problem Solving. (3)** (Prereq: MATH A221 or its equivalent) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes on instruction.

EDEL A760 **Advanced Study and Application of Social Studies Methods. (3)** The selection of teaching procedures and instructional materials used to teach social studies.

EDEL A780 **Seminar in Elementary Education. (3)** (Prereq: 27 semester hours of credit earned or 24 hours of credit earned and concurrent enrollment in three hours of graduate coursework as specified on the program of study). The course is designed to integrate the candidate's knowledge of curriculum, assessment, policy, and learning theory for the analysis of current educational trends and issues. A grade of "B" or above in this course is required for completion of the M.Ed. Degree.

Educational Technology (EDET)

EDET A603 **Design and Development Tools I. (3)** Study of multimedia elements (e.g., graphics, animation, audio, and video) including the creation and editing of materials. Instructional applications, copyright issues, and technology limitations will be explored.

EDET A650 **Internship in Educational Technology. (3)** (Prereq: EDET A603 and EDET A722). Supervision of field-based experiences in the design, development, evaluation, and implementation of technology-based instructional and training projects.

EDET A652 **Design and Evaluation of Games and Simulations. (3)** Application of instructional design criteria to computer and non-computer interactions. Analyses include requisite cognitive processes, affective outcomes, and ethical standards. Design and formative testing of interactive exercises.

EDET A703 **Design and Development Tools II. (3)** (Prereq: EDET A603) In-depth development of skills using current and emerging technologies to create a multimedia or web-based project that includes instructional and multimedia elements (e.g., graphics, animation, audio, and video).

EDET A709 **Applications of Learning Principles. (3)** An introduction to behavioral and cognitive learning principles applicable to the design of technology-based instruction and performance training.

EDET A722 **Instructional Design and Assessment. (3)** Application of instructional design and assessment principles to the development and formative testing of instruction in integrated technology-based contexts.

EDET A735 **Technological Applications for Diverse Populations. (3)** The application of assistive devices and other technologies to assure access to information and productivity tools by persons with diverse needs. Universal design issues will be included.

EDET A746 **Management of Technology Resources. (3)** The organization and administration of media programs in school buildings and districts, regional and state centers, and colleges and universities. Procedures, problems, and trends for an integrated instructional support system will be emphasized.

EDET A755 **Design and Evaluation of Information Access and Delivery. (3)** (Prereq: EDRM A700, EDET A709, EDET A722, EDTE A731) The use of telecommunications tools to support research and instruction across the curriculum. Includes study of distance education and issues related to instructional delivery, connectivity, and distribution methods.

EDET A780 **Research Seminar in Educational Technology. (3)** Explores contemporary trends, problem areas, and issues in educational technology through literature investigations, seminar discussions, and case studies.

EDET A793 **Advanced Instructional Design and Development. (3)** (Prereq: EDET A703) Incorporation of instructional design criteria, multimedia development skills, knowledge of instructional methods, learning theory, and evaluation in developing a comprehensive multimedia or web-based instructional project.

Special Education (EDEX)

EDEX A603 **Assessment of People with Exceptionalities. (3)** This course is an exploration of the assessment process, including laws and legislation, terminology, and types of tests used to determine students' academic, functional, and social/emotional skills. Students will analyze data, create student goals, make suggestions for future assessments and teaching strategies, and reflect on the strengths and weaknesses of their own assessment practices based on empirical findings relating to best practices.

EDEX A610 **Introduction to People with Intellectual Disabilities. (3)** This course focuses on people with intellectual disabilities, including historical treatment, etiology, characteristics, methods of diagnosis, and the teaching individuals with intellectual disabilities in the least restrictive environment. Additionally, the course includes an overview of empirically based techniques to promote inclusivity for people with intellectual disabilities in communities.

EDEX A615 **Methods & Materials for Teaching People w/ Intellectual Disabilities. (3)** This course focuses on the methods and materials related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with intellectual disabilities, including the development of Individualized Education Programs. Students will research best practices strategies for teaching people with intellectual disabilities.

EDEX A620 **Introduction to Learning Disabilities. (3)** A survey of people with learning disabilities, including historical treatment, laws and legislation, etiology, characteristics, and methods of diagnosis. Also, students will research learning environments that

promote academic, functional, and social success for students with learning disabilities from a variety of contemporary perspectives.

EDEX A624 **Behavior Intervention & Management. (3)** This course provides students with methods for planning and implementing appropriate and effective behavior management programs. Students will also evaluate research-based methods for assisting students with exceptionalities to change problematic behaviors.

EDEX A625 **Methods & Materials for Teaching People with Learning Disabilities. (3)** This class will focus on specific methods, materials, and strategies used to support the academic, functional, and social skills of students with learning disabilities. Best practices based on empirical research will be emphasized.

EDEX A630 **Characteristics of People with Emotional and/or Behavioral Disorders. (3)** This course surveys the characteristics of people with emotional and/or behavioral disorders, including historical treatment, etiology, characteristics, methods of diagnosis. Students research current issues and trends in the teaching of individuals with emotional and/or behavioral disorders.

EDEX A635 **Methods & Materials for Teaching People with Emotional Behavioral Disorders. (3)** Students will explore methods and procedures related to the development and establishment of satisfactory adaptive behaviors and academic skills for people with emotional and/or behavioral disorders, including the development of Individualized Education Programs, based on current research.

Foundations (EDFN)

EDFN A749 **The School in Modern Society. (3)** (Prereq: admission to full graduate standing or permission of instructor) Basic concepts in the relation of the school to the social order: an analysis of the central features of the changing social context within American educational policy and behavior problems.

Educational Psychology (EDPY)

EDPY A705 **Theories of Human Growth and Development. (3)** An analysis of developmental theories and research from birth through adulthood with emphasis on developmentally appropriate practices for teachers, parents, counselors, and administrators. Includes an examination of cognitive, emotional, physical, social, and moral development from a variety of historical and contemporary perspectives.

Research and Measurement (EDRM)

EDRM A700 **Introduction to Research in Education. (3)** (Prereq: full admission to graduate standing or permission of instructor) Emphasis on the major methods and techniques of research by students of education.

Instruction and Teaching (EDTE)

EDTE A610 **Integrated Reading and Writing Instruction. (3)** Theoretical bases and techniques for teaching reading and writing, using multiple subject areas.

EDTE A631 **Using Computers to Support Instruction. (3)** Applications of selected software in instructional management.

EDTE A671 **Computers in Science Education. (3)** Use of computer technology in teaching and managing science classes and programs in grades K-12.

EDTE A731 **Instructional and Informational Applications of Technology (3)** Educational technology focused on instructional and informational applications of computers.

EDTE A755 **Supervision and Evaluation of Clinical Experiences. (3)** (Prereq: a minimum of one year of PK-12 teaching experience) An examination of theoretical foundations and experiential techniques necessary for effective mentoring, supervision, and evaluation of novice teachers in their initial teaching years, teaching interns during their semester internship, and practicum students working in clinical settings.

EDTE A760 **Issues in Writing Instruction K-12. (6)** Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

Education (EDUC)

EDUC A610 **Empowering Educators: Leadership and Professional Growth. (3)** This graduate-level course focuses on the principles and practices of professional learning and leadership in educational settings. Students will explore strategies for engaging in ongoing professional development, using evidence to evaluate and improve teaching practices, and understanding the impact of their actions on learners, families, colleagues, and the community. The course also addresses the importance of leadership and collaboration in fostering student growth and advancing the teaching profession. Key topics include reflective practice, data-driven decision-making, leadership roles and responsibilities, and collaborative practices with various stakeholders. Through case studies, research projects, and practical applications, students will develop the skills necessary to become effective, collaborative leaders in education. This course may be taken for credit up to three times.

EDUC A611 **Instruction & Assessment. (3)** This graduate-level course explores the principles and practices of effective instruction and assessment in educational settings. Emphasizing research-based strategies, students will examine theories of learning, instructional design, and differentiated teaching approaches to meet the needs of diverse learners. The course also addresses the development, implementation, and evaluation of formative and summative assessments to enhance student learning and guide instructional decisions. Key topics include alignment of standards, curriculum, and assessments; culturally responsive teaching; universal design for learning (UDL); data-driven

instruction; and the integration of technology in both instruction and assessment. Through case studies, practical applications, and collaborative projects, students will develop skills to create inclusive and equitable learning environments while fostering academic excellence.

EDUC A612 **Learning & Motivation (3)** This graduate-level course explores the theories, principles, and applications of learning and motivation in diverse educational and professional settings. Students will examine foundational and contemporary research to understand how individuals acquire, process, and retain knowledge, as well as the intrinsic and extrinsic factors that drive motivation. Topics include behaviorism, cognitive theories, constructivism, self-determination theory, goal orientation, and the role of culture in shaping learning and motivation. Emphasis will be placed on applying these concepts to design effective instructional strategies, foster engagement, and create equitable learning environments.

EDUC A613 **Literacy Instructions for Grades K-5. (3)** This graduate-level course is designed to equip educators with the knowledge and skills necessary to effectively teach literacy to students in grades K-5, in alignment with the South Carolina literacy competencies. The course covers foundational literacy skills, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the development, implementation, and evaluation of literacy instruction that meets the diverse needs of young learners. Students will explore evidence-based instructional strategies, assessment tools, and interventions to support literacy development. The course also addresses culturally responsive teaching practices, the integration of technology in literacy instruction, and the role of family and community engagement in promoting literacy. Through practical applications, case studies, and collaborative projects, students will develop the skills to create inclusive and effective literacy programs.

EDUC A614 **Literacy Instructions for Grades 6-12. (3)** This graduate-level course is designed to equip educators with the knowledge and skills necessary to effectively teach literacy to students in grades 6-12, in alignment with the South Carolina literacy competencies. The course covers advanced literacy skills, including reading comprehension, critical thinking, writing, and digital literacy. Emphasis is placed on the development, implementation, and evaluation of literacy instruction that meets the diverse needs of adolescent learners. Students will explore evidence-based instructional strategies, assessment tools, and interventions to support literacy development. The course also addresses culturally responsive teaching practices, the integration of technology in literacy instruction, and the role of family and community engagement in promoting literacy. Through practical applications, case studies, and collaborative projects, students will develop the skills to create inclusive and effective literacy programs.

EDUC A620 **Advanced Study of Early Childhood Special Education. (3)** An overview of early childhood special education for children ages birth - five will be examined in this course including a review of relevant research literature. A survey of the abilities of young children will be explored including communication, cognitive, motor, sensory, health impairments and adaptive abilities.

EDUC A622 **Advanced Study of Procedures for Working with Young Children with Disabilities. (3)** Developing the IFSP and IEP provides the framework for working with young children with special needs. Practitioners may work with young children in a variety of settings. Laws relevant to the work of early childhood special education will be discussed as well as the collaborative nature of this field. Cases will be examined to determine strategies for meeting the needs of young children with disabilities.

EDUC A625 **Family Engagement in Early Childhood Special Education. (3)** This course will explore issues in working with the families of children from birth to five who have identified special needs. The development of the Individualized Family Service Plan requires the cooperation of numerous professionals who must not only work with the child and family, but also keep the family informed of services and progress. This course will take an ecological systems theory approach to understanding the interactions of all involved in these systems and provide strategies for supporting systems in working together for the benefit of the child.

EDUC A630 **Principles and Strategies for Teaching Elementary and Secondary English Language Learners. (3)** (Prereq: Initial teacher certification.) This course provides an overview of language development and strategies for working with English Language Learners in the U.S. public school classroom. A minimum of 15 hour practicum working with multi-lingual learners is required.

EDUC A631 **Teaching Reading and Writing to Multilingual Learners. (3)** (Prereq: Initial teacher preparation) This course prepares teachers to develop reading and writing instruction that supports the social, emotional, cultural, linguistic, and academic development of English Language Learners.

EDUC A632 **Multicultural Education for Diverse Learners. (3)** This course prepares teachers to explore and critically analyze topics, themes, and issues related to learners with exceptionalities, cultural and linguistic differences through a multicultural lens; as well as the ways that these shape classroom culture and learning outcomes. Teachers will build a strong theoretical and practical foundation for becoming successful inclusive educators.

EDUC A633 **Field Problems in Education. (1-3)** Selected educational problems will be identified and explored, and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to those problems which are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development, and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve the problems identified.

EDUC A635 **Special Topics in Education. (1-3)** Selected topics in content knowledge and pedagogy for PK-12 teachers.

EDUC A636 **Linguistics. (3)** (Prereq: Initial teacher certification) This course focuses on the systematic study of human language, emphasizing the fundamentals of descriptive linguistics.

EDUC A641 **Introduction to Project-Based Learning. (3)** (Prereq: Initial teacher certification.) This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency.

EDUC A642 **Applications of Project-Based Learning in Curriculum and Instruction. (3)** (Prereq: Introduction to Project Based Learning.) This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology with a PBL unit of study that will support the academic achievement of students with diverse learning needs.

EDUC A643 **Practicum in Project-Based Learning. (3)** (Prereq: Initial teacher certification.) The field-based practicum is designed to provide teacher/practitioners with opportunities to demonstrate their knowledge, skills, and dispositions for implementing Project-Based Learning with the regular classroom setting.

EDUC A650 **Introduction to Curriculum for Gifted and Talented Students. (3)** This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. This is one of two courses required for Gifted and Talented Certification in South Carolina, the other being Nature and Needs of Gifted and Talented Students.

EDUC A651 **Nature and Needs of Gifted and Talented Students. (3)** This is the basic survey course in the education of gifted and talented students. It provides an overview of the historical and philosophical background of gifted education, as well as a rationale for it. This course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students, including special populations of gifted and talented students and methods of talent development. The following topics will be discussed briefly: identification based on the regulations governing gifted and talented programs in South Carolina, curriculum and instruction, and program models. Current technology will be employed in researching and presenting a plan for addressing the needs of a specific target group. This is one of two courses required for Gifted and Talented Certification in South Carolina, the other being Introduction to Curriculum for Gifted and Talented Students.

EDUC A653 **Foundations in Reading. (3)** This course examines the theoretical and foundational knowledge occurring during reading and writing events. In addition, the course focuses on cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, such as word recognition, language comprehension, strategic knowledge, and reading-writing connections. This course aligns with Read to Succeed Legislation requirements for in-service teachers.

EDUC A654 **Assessment of Reading. (3)** This course will examine various types of assessments that will determine student's strengths and areas for further instruction. In-service teachers will work with students to assess their reading by giving a baseline measure, to interpret the data, and to select appropriate instructional strategies and materials for students based on linguistically diverse students. This course aligns with Read to Succeed Legislation requirements for in-service teachers.

EDUC A655 **Content Area Reading and Writing.** (3) This course examines best practices for teaching, reading, and writing in the content areas as well as placing emphasis on creating a literate classroom environment. Furthermore, this course provides a rationale for and emphasis of diverse children's literature in the classroom and guides the teacher in its use as well as selecting high quality pieces. This course aligns with Read to Succeed Legislation requirements for in-service teachers.

EDUC A656 **Instructional Practices. (3)** This course will explore the reader's workshop inclusive of mini-lessons, conferencing, and small group instruction with an emphasis on the reading-writing connection. Language will be discussed from a developmental perspective including oral language, phonemic awareness, phonics, fluency, vocabulary development, and comprehension. This course aligns with Read to Succeed Legislation requirements for in-service teachers.

EDUC A660 **Professional Leadership & Mentoring. (3)** A study of the skills and knowledge required to foster and support a collaborative culture, professional development and leadership, while using research to facilitate improvement in student learning and practice.

EDUC A661 **Professional Development & Adult Learning. (3)** A survey of adult learning theories, needs assessment strategies, and leadership skills needed to create and sustain a professional learning community.

EDUC A662 **Curriculum, Instruction & Assessment. (3)** A survey of strategies to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment with the meaningful selection of emerging technologies to promote each student's academic success and well-being.

EDUC A663 **Assessment and Data Analysis. (3)** Techniques used in educational research will be explored with an emphasis on using findings to inform the improvement of curriculum and instruction.

EDUC A664 **Applied Research. (3)** The course emphasizes developing inquiry skills, analyzing research literature, and applying action research methods to address problems of practice in school settings. Students engage in reflective analysis, scholarly writing, data interpretation, and the development of

research-based approaches to school challenges.

EDUC A670 **Community and External Leadership. (3)** A survey of the key aspects of school community relations for aspiring educational leaders. Topics include an overview of the importance of school community communications, the role of the leader, communications with families, partnerships with the community, crisis communications, and evaluation of school community relations programs.

EDUC A672 **The Teacher Leader in Practice I (Data-Driven Instruction). (3)** Practicum I, focuses on the use of assessments and data for continuous improvement.

EDUC A673 **The Teacher Leader in Practice II (Action Research Project). (3)** Practicum II, this course is focused on implementing and evaluating an action research project in the field. Students apply research methods, collect and analyze data, and report findings that inform instructional leadership practice.

EDUC A682 **The Principal in Practice I. (3)** The purpose of this course is to prepare aspiring principals to effectively facilitate a wide range of initiatives around continuous improvement and data-informed decision making. The first of two courses in the required 2 semester internship.

EDUC A683 **The Principal in Practice II. (3)** (Coreq: EDUC A664) The second of two courses in the required 2 semester internship. Students engage in extended leadership practice under supervision as they demonstrate competencies aligned to professional standards.

EDUC A702 **School Personnel & Leadership. (3)** A survey of the role of the principal in the ethical, legal, and moral aspects of the recruitment, selection, assignment, development, retention, evaluation and supervision of school personnel.

EDUC A704 **School Finance & Business Management. (3)** An overview of school finance and business operations for educational leaders. Emphasis is placed on budgeting, resource allocation, purchasing, human resources functions, and business office processes that support effective school operations. The course also examines local, state, and national funding structures, as well as the economic and political factors that influence school finance.

EDUC A705 **School Law and Professional Ethics (3)** This course examines the basic legal and ethical issues in education and includes a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

EDUC A755 **Middle School Organization and Curriculum. (3)** An overview of the development of the middle school, history, purposes, and organization and an in-depth analysis of middle school organization and curriculum. The characteristics of middle school students, methods of evaluating students, and the overall curricular program are also considered.

Master of Science in Applied Clinical Psychology

offered by the

College of Sciences and Engineering -

Department of Psychology

Dr. Jane A. Stafford, *Department Chair*

The University of South Carolina Aiken's M.S. program in Applied Clinical Psychology provides students with opportunities to develop the knowledge, self-awareness, and skills needed to become highly competent and ethical scientist-practitioners trained to integrate evidenced-based and multicultural practices into their professional work. Critical thinking and analytic skills are fostered throughout the program, including by the completion of an independent research project. The program prepares students for independent practice as licensed professional counselors* or continued graduate study. The program strives to support students' personal growth and encourages them to extend the use of their skills as engaged members and leaders in their communities.

* The term licensed professional counselor is used in SC and many states and is dictated by state law. Licensing requirements vary across states; thus, applicants are encouraged to discuss this with the program director if they are interested in becoming licensed outside of SC.

The program is designed to fulfill this mission through a set of seven objectives that students must achieve prior to completion of the program. Prior to graduation, students will demonstrate competence in the following:

1. understanding and application of ethical principles in clinical and other professional settings
2. application of multicultural awareness when working with individuals, groups, and communities with diverse backgrounds and characteristics
3. the ability to maintain effective relationships with clients, colleagues, and supervisors
4. development of biopsychosocial case conceptualizations and creation and implementation of treatment plans and intervention strategies to alleviate suffering and promote health and well-being
5. assessment, including administration, scoring, interpretation, and communication of results
6. the ability to collaboratively conduct research
7. effective use of research to inform clinical practice.

The degree program reflects a commitment to the Council of Applied Master's Programs in Psychology (CAMPP) model of practitioners who bring scholarship and reflection to their work, and an understanding of diversity in clientele, methodology, and application. The USC Aiken Master of Science Degree in Applied Clinical Psychology program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC).

The USC Aiken Psychology Department is committed to recruiting students representing a variety of societal subgroups and subcultures.

Faculty

The psychology faculty come from all parts of the country and bring a broad array of expertise to the program. They are not only respected scholars in their field but also excellent communicators who bring a sense of adventure to the classroom. They actively involve students in their quest for answers to psychology's frontier issues. Among the topics which are currently being studied by faculty and students are the nature of fear, parenting and attachment, stress and alcohol, assessment and treatment of childhood disorders, cognitive aging, and trauma and its effects. Find list of Department faculty in the undergraduate section of this document.

Admission

Acceptance by the Department of Psychology will be done on the basis of the applicant's total academic profile. That includes:

1. A completed application to the Graduate Office, University of South Carolina Aiken.
2. A bachelor's degree from an accredited institution with at least 15 hours in psychology.
3. Transcripts of all undergraduate and graduate work (minimum GPA of 3.00 preferred).
4. Three letters of recommendation, with at least two from faculty at academic institutions.
5. A written personal statement of intent describing professional goals.

The Master of Science in Applied Clinical Psychology degree requires:

1. Successful completion of an approved program of study providing a minimum of 61 hours of graduate credit. (A student's official program of study must be approved by the Director of the Graduate Clinical Programs and Psychology Department Chair.)
2. Practicum/course requirements to include at least 700 clock-hours of applied/clinical experience, 240 of which must be direct client contact. These hours can be earned through course/practicum requirements and supervised professional clinical assistantship opportunities (when available) and internships. These training experiences are to be distributed among individual/group therapy, assessment, and professional consultation activities.
3. Successful completion of a Master's Thesis, or an approved research project supervised by a faculty member.
4. Satisfactory performance in clinical activities which requires demonstration of appropriate skill and professionalism

Application

Applications are to be completed and submitted online. Candidates for graduate studies are required to hold a baccalaureate degree in accordance with the general regulations of the University of South Carolina Aiken. Admission may be granted at one of two levels:

a. Full admission status: Applications with satisfactory references and undergraduate records indicating good academic performance.

or

b. Provisional status: Applicants who intend to seek a graduate degree but lack sufficient requirements for full admission status (e.g. GPA near or below 3.0). Provisional students must attain a 3.0 grade point average during the first 12 credit hours to be eligible for full admission.

If, after the completion of any semester of the provisional enrollment, it is determined that the student will be unable to achieve a 3.0 grade point average during the course of the first 12 credit hours, the student will be disenrolled.

Applicants whose native language is not English will need a satisfactory score on the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550 on the standard or 213 on the computer-based version.

The curriculum is designed to allow students to pursue their degree as either part-time or full-time students.

A non-refundable application fee of $45 is required of all first-time applicants to the USC Aiken graduate program.

Appeals for Admission. An appropriate hearing board will provide each applicant with an opportunity to challenge the content of University records, to ensure that the records are not inaccurate or misleading and to provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Such requests should be made through the Graduate Advisory Council at USC Aiken. For additional information on the admissions appeal process, please refer to the *USC Aiken Graduate Policies and Procedures Manual*.

Valid period of admission. Admission to the Graduate School is valid for one year unless a shorter period is specified by a particular program. For the MS in Applied Clinical Psychology, admission is valid only for the summer or fall of the year the application was submitted.

Students who have been admitted to a graduate program under regulations other than these and have not completed any USC Aiken graduate courses during a period of three or more years are required to fulfill current admission requirements prior to returning to the University for additional graduate work. Such students become subject to regulations of the Graduate Program to which they are admitted in effect at the time of readmission.

The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the interest of the University.

International Student Admission. Students who have earned a degree or taken any courses in countries outside the US must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USC Aiken Graduate Admissions Office from the evaluation service. (A list of several professional evaluation services can be obtained from the USC Aiken Admissions Office or found on the USC Aiken web site at: www.usca.edu/admissions). Students will not be considered for admission until this evaluation is received.

Graduate Assistantships

Eligible students may receive a graduate assistantship, which includes monetary support in addition to significantly reduced tuition for both resident and non-resident students. Assistantship experiences are generally available in applied clinical/community settings and the University.

Academic Regulations

All graduate students should be familiar with the following general regulations governing graduate study at the University of South Carolina Aiken.

The students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy or under subsequent regulations published while they are enrolled as degree candidates. However, students are restricted in the choice of requirements of one specific bulletin. Graduate students in master's programs have a period of six years inclusive and continuous in which to claim the rights of a specific bulletin. Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students will be required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals, or a modification of those goals. The school will work closely with students facing such problems in an effort to resolve them with a minimum of difficulty.

Graduate students in the Masters Degree Program in Applied Clinical Psychology have a period of six years to complete the degree requirements. Students who have not completed the degree requirements by the completion of their sixth year will be removed from the program. As in all instances, appeals and petitions related to these regulations will be reviewed first by the academic unit, then by the USC Aiken Graduate Advisory Council, and finally forwarded to the USC Aiken Executive Vice Chancellor for Academic Affairs for approval.

Graduate Advisement

Every graduate student admitted to a degree program will be advised by the Psychology Graduate Program Director.

Graduate Program of Study

Every graduate student should file a Program of Study form. Program forms may be obtained from the Psychology Graduate Program Director. Master's degree students should file their program forms **during the first semester of study.**

A Program of Study form is a written agreement signed by the student, the Graduate Program Director, and the Department Chair. This formal agreement serves a number of purposes to the benefit of the student and the University: it causes students and advisors to engage in early planning with specific goals in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement; and it protects students in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes. The procedure for change is similar to that for filing the original program and usually requires the same series of signatures. Degree students are entitled to the advantages of a Program of Study and should take the necessary steps to secure them at the appropriate time.

Graduate Student Handbook

Graduate Handbook. The *USC Aiken Psychology Department Graduate Student Handbook,* which provides additional information about the academic program, stipend opportunities, faculty research areas and opportunities, and career planning information, is available on the departmental web page.

Courses

Admission to courses. Admission to graduate courses is always subject to departmental consent. Courses numbered 600-799 are restricted to graduate students.

Prerequisites. Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The Department Chair or the Graduate Program Director may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences. Special permission to enroll should be requested from the Department Chair or the Graduate Program Director prior to registration.

Credit by Examination

No graduate credit is offered by examination only.

Transfer Credit

A maximum of 12 hours of equivalent graduate coursework completed at other accredited institutions with a grade of B or better may transfer to the USC Aiken M.S. Psychology degree. However, thesis and practicum work from institutions other than USCA will not transfer into the program. The department will make final determination of transferability of all coursework.

Academic Standards

After the completion of nine hours of coursework in the USC Aiken M.S. Psychology program, a minimum grade point average of 3.0 must be maintained to remain in good standing in the degree program. If the grade point average falls below 3.0 in any semester, a probationary period will begin in which the student must raise the grade point average to at least 3.0 within the next nine credit hours of coursework. Failure to attain a 3.0 in this period will result in the student's termination from the degree program. Students may not enroll in practica, research, or thesis during the probationary period.

Graduate courses other than Psychopathology and the Applied Core Course Requirements may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit must be at least a 3.0. If the student earns a grade below a C on any course, that course must be repeated in order to earn degree credit (C or better). Psychopathology and the Applied Core Course Requirements must be passed with a grade of B or better. If the student earns a grade below a B, that course must be repeated in order to earn degree credit (B or better). All registrations will appear on the student's permanent record and all grades will be computed in the student's grade point average. Course credit for graduation will be given only once unless otherwise stipulated in the course description. Students must have a minimum grade point average of 3.0 in order to graduate from the degree program. Grades earned on credits transferred from other universities do not count in the grade point average.

Students will receive a 'T' letter grade, signifying satisfactory performance for each semester that they are enrolled in PSYC A799. A 'U' letter grade will signify unsatisfactory performance, and will not count toward degree requirements. If, at the completion of three hours, the student has still not completed the thesis requirements, that student will be required to maintain enrollment in PSYC A799 during subsequent semesters until the thesis requirements are met. Any student who continues to use University facilities or wishes to confer with faculty on thesis work must be officially enrolled for at least one hour of thesis credit.

Professional Responsibilities

Students preparing for careers in mental health services must meet both the academic qualifications and level of personal adjustment (e.g., emotional stability, maturity, understanding of appropriate interpersonal boundaries) and self-awareness deemed necessary to function effectively as professional mental health service providers. Graduate students in the Applied Clinical Psychology program are expected to adhere to the ethical and professional standards required by the American Psychological Association, in addition to the standards of the USC Aiken code of conduct.

Graduate student performance in the Applied Clinical Psychology program is monitored, in part, by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct. The University reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the best interest of the University, the student, or the mental health profession.

Auditing

Under certain circumstances, graduate courses may be audited by obtaining prior approval from the Director of the Graduate Program in Applied Clinical Psychology and the Psychology Department Chair. No degree credit may be earned in an audited courses. Applied Core courses may not be audited.

Appeals and Petitions

Appeals and petitions related to programs, regulations, or other academic matters will be reviewed first by the academic unit, then by the USC Aiken Graduate Advisory Council, and finally forwarded to the USC Aiken Executive Vice Chancellor for Academic Affairs for approval. See Academic Affairs and Regulations for information on relief from academic regulations.

Applications for Degrees

All candidates for degrees must file a formal application to graduate in Self-Service Carolina by the date announced by the USC Aiken Office of the Registrar. In addition, a Clearance Recommendation for Graduate Degree Application must also be submitted by the Graduate Program Director. Deadlines are indicated in the Academic Calendar for each term. Diplomas will not be awarded retroactively.

Additional USC Aiken regulations and procedures are printed in other sections of the Bulletin and the USC Aiken Student Handbook.

Technological Literacy for the M.S. in Clinical Psychology Program

To meet the requirement of computer competency, Master of Science in Clinical Psychology majors are required to successfully complete PSYC A625: Psychological Statistics.

Master of Science in Applied Clinical Psychology

Total credit hours required: 61

1. Core Courses 15

- PSYC A610 Developmental Psychology 3
- PSYC A620 Psychopathology 3
- PSYC A624 Research Methods in Psychology 3
- PSYC A625 Psychological Statistics 3
- PSYC A760 Applied Neuroscience for Mental Health Professionals 3

2. Applied Core 37

- PSYC A600 Ethical and Professional Issues in the Practice of Psychology 3
- PSYC A630 Career and Lifestyle Development 3
- PSYC A680 Cognitive Assessment 4
- PSYC A701 Theories and Techniques of Psychotherapy 3
- PSYC A702 Psychotherapy in a Multicultural and Diverse Society 3
- PSYC A710 Assessment and Treatment of Substance Use Disorders 3
- PSYC A720 Trauma Psychology 3
- PSYC A725 Group Therapy and Counseling 3
- PSYC A780 Personality and Pathology Assessment 3
- PSYC A790 Pre-Practicum in Applied Clinical/Counseling Psychology 2
- PSYC A791 Practicum I 3
- PSYC A793 Practicum II 3
- PSYC A794 Advanced Practicum 1

3. Advanced Topics 3

- PSYC A700 Advanced Topics in Applied Psychology 3

4. Research (two semester minimum) 3

- PSYC A699 Independent Research 1-3

5. Professional Electives 3

Must take at least two courses from below for a total of at least three credits:

- PSYC A699 Independent Research 1-3
- PSYC A700 Advanced Topics in Applied Psychology .... 3 (different topic from Topics course list above)
- PSYC A795 Clinical/Counseling Internship 1-3
- PSYC A799 Thesis 1-3

TOTAL hours required (min.) 61

Course Descriptions

Psychology (PSYC)

CORE COURSES (all required)

PSYC A610 **Developmental Psychology. (3)** A lifespan approach will be used to explore continuities and changes from early to later development in physical, cognitive, and psychosocial domains. Theoretical perspectives will include personality, learning, social learning, cognitive-developmental, biological, and cultural-contextual. Biological and environmental factors leading to normal and abnormal human development will be examined.

PSYC A620 **Psychopathology. (3)** An advanced survey of the major psychological disorders as they are described in the diagnostic and statistical manual (DSM). DSM criteria, including the major behavioral manifestations and other dynamics associated with the mental disorders will be examined. Diverse theoretical models applied to the development of personality and psychopathology will be explored. Empirical findings associated with the nature of mental disorders and their theoretical models will be emphasized.

PSYC A624 **Research Methods in Psychology. (3)** This course will focus broadly on a variety of issues, measurements, and assessments used in psychological research. This will include (but not limited or necessarily specific to) a coverage of technical concepts such as methodological design, applied concepts such as scientific literacy and ethical conduct of research, and broader concepts such as how different types of psychological research influence our current understanding of human behavior.

PSYC A625 **Psychological Statistics. (3)** (Prereq: PSYC A624) This course focuses on techniques of analyzing data from observational, correlational, and experimental research designs, along with how to accurately interpret statistical analyses. This includes an understanding of how to apply statistical inferences to the evaluation of programmatic research and how to professionally communicate statistical results to academic and layperson audiences.

PSYC A650 **Learning, Cognition, and Behavior. (3)** An advanced analysis of current research and theoretical issues in classical and operant conditioning, and the study of how cognitive processes influence learning and behavior. The implications of these learning processes for behavior therapy will also be addressed. (*No longer a required course.)*

PSYC A760 **Applied Neuroscience for Mental Health Professionals. (3)** A critical examination of the biological bases of behavior as it applies to the field of clinical psychology, using an interdisciplinary approach. Topics include brain-based mechanisms of disorders, neuropsychopharmacology, effects from neural trauma and disease, learning and cognition, and the neurobiology of stress as it pertains to stress- and anxiety-related disorders.

APPLIED CORE COURSES (all required)

PSYC A600 **Ethical and Professional Issues in the Practice of Psychology. (3)** A historical perspective on the history and development of clinical and counseling psychology. Current requirements and professional trends in the field, including licensing and credentialing will be examined. A major focus of this course will include a review of the development of legal and ethical practice requirements, current legal and ethical practice standards, and their application to professional roles and functions.

PSYC A630 **Career and Lifestyle Development. (3)** The study of career development theories and how to apply these theories to assessment issues in career development and to issues of counseling and guidance in lifestyle and career decision-making.

PSYC A680 **Cognitive Assessment. (4)** (Prereq: PSYC A620 or consent of instructor). An introduction to the cognitive assessment process. Psychological theories and psychometric principles associated with the appraisal process, including issues of reliability and validity and other psychometric statistics, in addition to exploring diverse factors that affect the assessment process. Students will learn how to administer intellectual and achievement instruments commonly used in psychological assessment of learning disabilities and other problems involving cognitive processes or deficits in both children and adults. Exposure to various appraisal skills, including structured and unstructured assessment techniques will be included. Formal classroom and applied experiences included.

PSYC A701 **Theories and Techniques of Psychotherapy. (3)** An overview of empirically-based perspectives and techniques of psychotherapy. The course covers the basic activities, processes, and theories of psychotherapy and will include various applied experiences. A variety of psychotherapy perspectives will be examined and associated skills will be developed.

PSYC A702 **Psychotherapy in a Multicultural and Diverse Society. (3)** (Prereq: PSYC A701) This course provides an overview of multicultural counseling including the principles of understanding one's values and biases, understanding and respecting the client's worldview, and using culturally appropriate interventions. Various standards, methods, and interpretations of evidence-based research and practice will be reviewed and associated skills will be developed.

PSYC A710 **Assessment and Treatment of Substance Use Disorders. (3)** (Prereq: Consent of instructor). An advanced survey of substance use disorders, emphasizing the assessment and treatment of such problems. Diagnostic criteria will be examined, as will the major theories of why people use/a buse substances. A major goal of the course is to increase students' understanding of the links between theory and intervention.

PSYC A720 **Trauma Psychology. (3)** This graduate-level seminar course is designed to provide a comprehensive exploration of the psychological trauma field, including the history and current theories in the field, the nature of traumatic events, and how trauma exposure affects individuals and systems. Evidence-based assessment and treatment of traumatic stress are introduced and practiced. This course also addresses clinician's response to trauma and vicarious traumatization.

PSYC A725 **Group Therapy and Counseling. (3)** (Prereq: PSYC A701 and A702). The study of theories of group processes and dynamics, in addition to treatment skills in various group interventions. An additional emphasis will be placed upon intervention for focus groups, covering empirically validated treatment methods. Formal classroom and applied experiences will be included.

PSYC A780 **Personality and Pathology Assessment (3)** (Prereq.: PSYC A680). Assessment and diagnosis, with a focus upon the application of appraisal/assessment results to the DSM and the diagnosis of psychopathology, and to the helping/treatment process. Various appraisal skills will be examined and learned, including structured and unstructured assessment techniques for both children and adults. Formal class room and applied experiences are included.

PSYC A790 **Pre-Practicum In Clinical/Counseling Psychology. (2)** (Prereq: PSYC A701 and A702; and permission of department). Class meetings and individual supervision to introduce and prepare student for the provision of assessment, intervention, and consultation in various applied clinical/counseling settings.

PSYC A791 **Practicum in Clinical/Counseling Psychology I. (3)** (Prereq: PSYC A790 and permission of the department). Class meetings and individual supervision for the provision of assessment, intervention, and consultation in various applied clinical/counseling settings.

PSYC A793 **Practicum in Clinical/Counseling Psychology II. (3)** (Prereq: PSYC A791 and permission of the department). Class meetings and individual supervision for the advanced provision of assessment, intervention, and consultation in various applied clinical/counseling settings. Students will be terminating services with clients or transferring them to new clinicians during this semester. Students will help support students in Pre-Practicum with their entry into provision of psychological services.

PSYC A794 **Advanced Practicum in Clinical/Counseling Psychology. (1)** (Prereq: PSYC A793 and permission of the department). Class meetings and individual supervision for the advanced provision of assessment, intervention, and consultation in various applied clinical/counseling settings. Students will be terminating services with clients or transferring them to new clinicians during this semester. Students will help support students in Pre-Practicum with their entry into provision of psychological services. This course can be repeated for credit with the permission of the program director.

ADVANCED TOPICS

PSYC A700 **Advanced Topics In Applied Psychology. (3)** (Prereq: Consent of instructor). An in-depth study of selected topics in clinical/counseling psychology. Examples may include such areas as cognitive-behavioral intervention, childhood psychopathology, behavioral medicine, and assessment and treatment of specific psychological disorders. Students may repeat PSYC A700, but may not enroll in the same topic twice. Formal classroom and applied experiences will be included.

THESIS (optional)

PSYC A799 **Thesis. (1-3)** (Prereq: 3 credits of PSYC A699 and departmental permission). Student will conduct a thesis project under the faculty's supervision which includes a formal proposal and defense of their project to their committee. Students may repeat this course for a maximum of three credit hours toward degree requirements. Students must complete at least three credit hours of A799 and must be enrolled in one credit of A799 every semester during which they are working on their thesis after successfully defending their thesis proposal.

PROFESSIONAL ELECTIVES

PSYC A699 **Independent Research. (1-3)** (with permission from instructor). Student will conduct an independent research project under the faculty's supervision. Research activity may not be used for thesis credit.

PSYC A700 **Advanced Topics In Applied Psychology.* (3)** (Prereq: Consent of instructor). An in-depth study of selected topics in clinical/counseling psychology. Examples may include such areas as cognitive-behavioral intervention, childhood psychopathology, behavioral medicine, and assessment and treatment of specific psychological disorders. Students may repeat PSYC A700, but may not enroll in the same topic twice. Formal classroom and applied experiences will be included.

different topic from first first topics course taken

PSYC A795 **Clinical/Counseling Internship (1-3)** (Prereq: PSYC A600, A620, A701, and A702 with grades of B or better; 18 hours graduate credit) Individually supervised clinical or counseling fieldwork that is relevant to the student's professional goals in an applied setting approved by the USC Aiken Psychology Department. May be repeated for a maximum of 12 credit hours. Pass/Fail only.

CERTIFICATION COURSES

PSYC A670 **Principles of Applied Behavior Analysis. (3)** (Prereq: Permission of the department). This course provides an overview of Applied Behavior

Analysis (ABA) with a focus on its application to special populations. Application to people with special needs of all age, from preschool through adulthood, will be covered. Specific topics include concepts and principles of ABA, behavioral assessment, selection of intervention outcomes, strategies for intervention, experimental evaluation of interventions, and the measurement and interpretation of data. Principles of ethical and professional conduct as applied to ABA interventions will be integrated throughout the course.

PSYC A770 **Behavioral Assessment and Intervention. (3)** (Prereq: PSYC A670 or permission of the department). This course provides an in-depth coverage of Applied Behavior Analysis (ABA) techniques leading to behavior change. Students will learn to identify and define behaviors for change, to conduct descriptive and functional analysis of maladaptive behaviors, to use single-subject experimental designs to evaluate the effectiveness of interventions, and how to maintain behavioral changes through system supports

Master of Science in Computer and Information Science

offered by the

College of Sciences and Engineering -

Department of Computer Science, Engineering, and Mathematics

Dr. Mohammad Q. Hailat, *Department Chair*

USCA has been growing in the areas of computer science and especially in the area of cyber for the past several years. It has just been designated an NSA Center of Academic Excellence in the area of cyber security. This has been a result of one of any regional universities mission to support the regions industry and assets. In this case, the western regional has significant DOD and DOE assets. In addition, the new SC National Guard Readiness Center will be located in Aiken and in anticipation of that USCA has created a SOC with the capability to expand. Along with these initiatives a rapidly growing undergraduate program provides the underpinnings for USCA to provide a substantial masters program to help prepare highly needed cyber workforce professionals. Our target audience will be graduates of computer science and related fields from the region, however many of our students wish to obtain a masters before entering Ph.D. school as well.

Program Objectives

The Master of Computer and Information Science provides graduate study and preparation for careers in Computer Science, Cyber Sciences, and Information Sciences. This program has the following objectives:

- Develop a deep understanding of the fundamental areas of computing as well as how they are applied.
- Make impactful changes in IT related fields by means of collaboration in diverse team environments.
- Develop and implement practical skills that prepare students for IT leadership positions.
- Analyze complex problems and use acquired knowledge to complete effective computer-based solutions.
- Prepare students to adapt to technological enhancements and flourish in the evolving market.
- Master technical skills that will allow students to make immediate, yet impactful changes.
- Master the art of effective communication and implement them in a professional environment.
- Tracks include courses that focus on Cyber Security and Information Technology which guide students through systems, networks, and databases needed to stand in defense of confidential and sensitive data.
- The degree program reflects the commitment of the department to provide computer science and information scientists to the STEM and cyber region of South Carolina.

Admission

Acceptance by the Department of Computer Science, Engineering and Mathematics will be based on the applicant's total academic profile. That includes:

5. A complete application to the Graduate Office.
6. A bachelor's degree from an accredited institution with substantial work in computer science or related course work.
7. Transcripts of all undergraduate and graduate work (minimum GPA of 3.0 preferred).
8. No GRE is required for regular admission
9. Below GPA of 3.0 students can apply as probationary students with additional evidence such as GRE scores, work experience etc.
10. Three letters of recommendation, with at least two from faculty at academic institutions.

Faculty

Find list of Department faculty in the undergraduate section of this document.

Academic Regulations

Successful completion of an approved program of study providing a minimum of 30 hours of graduate credit. (A student's official program of study must be approved by the Department Chair or designee.)

Advisement

Every graduate student admitted to a degree program will be advised by a MCIS faculty.

If the student is admitted to the program without a formal bachelor's degree in computer science, their advisor may assign bridging courses to the student.

Transfer Credit

Up to six semester hours of graduate credit with grades of B or better (or equivalent grades if a different system is used) from a computer and information science program at another accredited institution may be transferred for use, provided that the institution held institutional accreditation at the time the credit was earned. All such transfer credit must be approved by the program coordinator. The credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the six-year time limit.

Graduation Requirements

Successful completion of an approved program of study providing a minimum of 30 hours of graduate credit. (A student's official program of study must be approved by the Department Chair or designee.)

Master of Science in Computer and Information Science

Tracks:

Cyber Security

Information Technology

Total credit hours required: 30

Cyber Security Track

1. Core Courses 12

- CSCI A610 Advanced Programming Concepts 3
- CSCI A613 Advanced Data Base Management Systems and Programming 3
- CSCI A616 Computer Networking 3
- CSCI A620 Introduction to Artificial Intelligent and Machine Learning 3

2. Track Courses 12

- CSCI A617 Information & Networking Security 3
- CSCI A622 Vulnerability and Risk Assessment 3
- CSCI A623 Traceable Systems and Computer Forensics 3
- CSCI A624 Wireless and Mobile Security 3

3. Electives 6

- Select 6 hours from the following:
- Take two courses from the information technology track requirements **OR**
- Take one course from the information technology track requirement **and CSCI A615 Network Sciences**

TOTAL hours required (min.) 30

Information Technology Track

1. Core Courses 12

- CSCI A610 Advanced Programming Concepts 3
- CSCI A613 Advanced Data Base Management Systems and Programming 3
- CSCI A616 Computer Networking 3
- CSCI A620 Introduction to Artificial Intelligent and Machine Learning 3

2. Track Courses 12

- CSCI A600 Survey of Information Technology 3
- CSCI A611 Information Systems Engineering 3
- CSCI A612 Software and Systems Project Management 3
- CSCI A614 Advanced Web Development 3

3. Electives 6

- Select 6 hours from the following:
- Take two courses from the cyber security track requirements **OR**
- Take one course from the cyber security track requirement **and CSCI A615 Network Sciences**

TOTAL hours required (min.) 30

Course Descriptions

CSCI A600 **Survey of Information Technology. (3)** Information Technology has a great impact in all aspects of life such as economics, businesses, and enterprises. The course presents a survey of types of information systems used by modern organizations with a focus on e-commerce applications. It introduces the underlying technology platforms such as: mobile commerce, RFID, smart grids, wireless sensor networks, cloud computing and social commerce. E-commerce support systems and implementation processes, transaction processing, decision support, executive information, functional area support, strategic, and expert systems are also discussed.

CSCI A610 **Advanced Programming Concepts. (3)** The course aims to teach advanced programming concepts beyond what is taught in basic programming courses. The course covers topics such as object-oriented programming, data structures and algorithms, design patterns, concurrency, software engineering principles, and advanced topics such as network programming, database programming, and web development. The course will help students develop the skills and knowledge to solve complex programming problems, design and implement software applications using advanced programming concepts, and apply various software engineering principles and practices to develop high-quality software.

CSCI A611 **Information Systems Engineering. (3)** This course covers the step of the systems engineering process focusing on Information Technology System and Software techniques including evaluation, testing, debugging and implementation of applications programs. The course will cover System Engineering through the System Life Cycle, Development Process, the System Engineering Method, and Testing throughout System Development. More details including systems thinking, stakeholder identification and objectives, life cycle analysis,requirements design, architecture definition, technical management, and design integration, verification/validation of the system designs, maintainability, and serviceability/ reliability. Techniques such as the iterative process of analysis, evaluation, feedback, and modification will be discussed to show how most systems in existence can be improved in their effectiveness.

CSCI A612 **Software and Systems Project Management. (3)** This course introduces management principles, methods, and tools to effectively deliver project plans and implement successful software and system development projects. The course will cover four main areas in software and systems project management: preparation, planning, monitoring, and adaptation. Students will explore new methodologies and tools such as Design Structure Matrix (DSM), Prototyping, and Project Simulation.

CSCI A613 **Advanced Data Base Management Systems and Programming. (3)** This is a core course in database design and implementation. Topics include database implementation and queries in SQL, logical design or relational databases, storage and indexes, database programming using some of the programmatic extensions to Structured Query Language (SQL) supported by top-of-the-line enterprise Relational Database Management Systems (RDBMS), procedural extension of query languages, stored procedures, functions, and triggers, and emerging database models.

CSCI A614 **Advanced Web Development. (3)** This course focuses on the architectural design and engineering of modern web systems to develop scalable, enterprise-ready solutions. Core concepts include modern architectures: Single-Page Applications (SPA), Serverless and Function-as-a-Service (FaaS) Architectures, and RESTful Web APIs. The course covers both leading client-side and backend frameworks, and introduces principles for integrating modern applications with existing enterprise systems built upon historically relevant languages (such as Java, ASP, and PHP). Practical experience in project deployment and security discussions on commercial cloud platforms are also included.

CSCI A615 **Network Sciences. (3)** This course introduces the basic concepts and techniques in network science. Topics include the needed concepts from graph theory, different matrices associated with networks, the node centrality, communities, community detection, and the global features of networks. The applications of network science in different fields are also taught.

CSCI A616 **Computer Networking. (3)** This course introduces networking from the lowest levels of data transmission and wiring to the highest levels of application software. Students will gain experience through hands-on learning working with the configuration and management of switches, routers, and servers. Network protocol organization will be covered using TCP/IP. IP addresses, subnetting, super-netting, and CIDR. Transport layer protocols. Application layer protocols. Introduction to IPv6Topics including Ethernet and Internet data technologies, Network infrastructure security issues, business applications and network management.

CSCI A617 **Information & Networking Security. (3)** This course surveys information and network security through the application of Internet-based standards including topics of cryptography. It covers algorithms and protocols underlying network security applications, encryption, hash functions, digital signatures, and key exchange**.**

CSCI A620 **Introduction to Artificial Intelligence and Machine Learning. (3)** This course introduces the basic concepts, principles, and applications of artificial intelligence and machine learning. Topics include problem-solving by searching and standard machine learning algorithms such as regression, decision tree, k-nearest neighbor, k-means, support vector machine, and dimension reduction.

CSCI A622 **Risk Assessment and Threat Analysis. (3)** This course introduces threat analysis and risk assessment processes. It reviews vulnerabilities and discusses various phases of the information security risk assessment process. The course also provides an in-depth coverage of the threat, vulnerability analysis fundamentals, tools, and is a survey of the widely used tools in threat analysis and risk assessment.

CSCI A623 **Traceable Systems and Computer Forensics. (3)** This course introduces the topic of computer forensics. Students will learn different aspects of cyber-crimes and ways in which to deduct, protect and exploit digital evidence. Students will explore different types of data forensic and traceable systems tools and perform incident analysis and investigation.

CSCI A624 **Wireless and Mobile Security. (3)** This course provides an overview of the wireless and mobile networks security approaches. It provides in-depth understanding of the WiFi and discusses security architectures, mechanisms, and protocols. It discusses telecom technology and focuses on 4G and 5G security. (Previous knowledge of Python and algorithm is required).

Master of Science in Exercise and Sports Science

offered by the

College of Sciences and Engineering -

Department of Exercise and Sports Science

Dr. Andrew G. Hatchett, *Department Chair*

USCA has been expanding its offerings in Exercise and Sports Science, particularly in the area of Strength and Conditioning, over the past several years. This growth aligns with the university's mission to support the region's sports performance, health, and fitness industries. The Central Savannah River Area (CSRA) has a strong demand for highly qualified strength and conditioning professionals, particularly with the increasing emphasis on athletic development, injury prevention, and tactical performance for military and first responders. Additionally, the region's growing high school, collegiate, and professional sports sectors further highlight the need for advanced education in this field.

Building on the success of its undergraduate Exercise and Sports Science program, USCA is well-positioned to establish a robust master's program that prepares professionals for careers in strength and conditioning, performance coaching, and applied sports science. This program will serve graduates from Exercise and Sports Science and related disciplines in the region, while also providing a pathway for those seeking to pursue doctoral education in the field.

Program Objectives

The Master of Exercise and Sports Science with an emphasis in Strength and Conditioning provides graduate study and preparation for careers in Exercise and Sports Science with a focus on Strength and Conditioning. This program has the following objectives:

- Develop Advanced Expertise in Strength and Conditioning:

  Equip students with in-depth knowledge and applied skills in designing, implementing, and evaluating strength and conditioning programs tailored to athletes of varying ages, skill levels, and sports. Students will integrate principles of biomechanics, exercise physiology, motor learning, and sports nutrition to enhance athletic performance, injury prevention, and recovery. Emphasis will be placed on applying theoretical concepts to real-world coaching scenarios through hands-on practical experiences.

- Cultivate Evidence-Based Practice and Research Proficiency:

  Ensure students develop the ability to critically evaluate and apply current scientific literature to strength and conditioning practices. Through advanced coursework in research methodologies and data analysis, students will learn to interpret and integrate peer-reviewed studies, conduct performance assessments, and implement data-driven training strategies. This objective fosters a commitment to continuous professional development and lifelong learning in the evolving field of strength and conditioning.

- Prepare for Professional Certification and Career Advancement:

  Provide students with the comprehensive knowledge, practical competencies, and test-taking strategies necessary to successfully attain the Certified Strength and Conditioning Specialist (CSCS) certification through the National Strength and Conditioning Association (NSCA). Additionally, students will develop professional skills essential for career advancement, including leadership, communication, ethical decision-making, and interdisciplinary collaboration within high-performance sport and fitness settings.

These objectives ensure graduates are well-equipped to excel in strength and conditioning roles, bridging scientific knowledge with practical application while upholding the highest professional standards.

Admission

Acceptance by the Department of Exercise and Sports Science will be based on the applicant's total academic profile. That includes:

1. Application, Application fee, residency form with all requested information and supporting documents.
2. A bachelor's degree from an accredited institution with substantial work in Exercise and Sports Science or related course work.
3. Official transcripts of all undergraduate and graduate work (minimum GPA of 3.0 preferred).
4. No GRE is required for regular admission.
5. Three letters of recommendation, with at least two from faculty at academic institutions.
6. Students who do not meet the above requirements may be conditionally accepted to the program.

Faculty

Find list of Department faculty in the undergraduate section of this document.

Academic Regulations

Successful completion of an approved program of study providing a minimum of 30 hours of graduate credit. (A student's official program of study must be approved by the Department Chair or designee.)

Advisement

Every graduate student admitted to a degree program will be advised by an EXSC faculty member.

If the student is admitted to the program without a formal bachelor's degree in Exercise and Sports Science, their advisor may assign bridging courses to the student.

Transfer Credit

Up to six semester hours of graduate credit with grades of B or better (or equivalent grades if a different system is used) from a graduate exercise and sports science degree program at another accredited institution may be transferred for use, provided that the institution held institutional accreditation at the time the credit was earned. All such transfer credit must be approved by the MS in EXSC Graduate Coordinator. The credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the six-year time limit.

Graduation Requirements

Successful completion of an approved program of study providing a minimum of 30 hours of graduate credit. (A student's official program of study must be approved by the Department Chair or designee.)

Master of Science in Exercise and Sports Science

Concentration:

Strength and Conditioning

Total credit hours required: 30

Core Courses

- EXSC A508 Data Analytics in Sports Performance 3
- EXSC A511 Advanced Nutrition for Athletic Performance 3
- EXSC A521 Biomechanics/Movement Analysis 3
- EXSC A523 Advanced Exercise Physiology 3
- EXSC A525 Injury Mgmt. Strength & Cond. Professionals 3
- EXSC A526 Principles of Strength and Conditioning 3
- EXSC A527 Prog. Design as Related to Strength & Cond. 3
- EXSC A537 Mental Health and Sport Performance 3
- EXSC A558 Research Methods in Strength and Cond. 3
- EXSC A596 Strength and Conditioning Practicum 3

TOTAL hours required (min.) 30

Course Descriptions

EXSC A508 **Data Analytics in Sports Performance. (3)** This course explores the principles and applications of data analytics in optimizing sport performance. Students will learn to collect, process, analyze, and interpret data to enhance decision-making in athletic training, coaching, and management. The course covers advanced topics such as predictive modeling, performance tracking, injury prevention analytics, and wearable technology integration. Emphasis will be placed on the practical application of data-driven insights to improve individual and team performance, including case studies from professional and collegiate sports. Students will also engage in hands-on projects utilizing industry-standard tools and software to analyze real-world datasets. By the end of the course, students will be equipped with the analytical and critical thinking skills necessary to leverage data in improving sport outcomes, fostering athlete well-being, and driving innovation in sports science and performance management.

EXSC A511 **Advanced Nutrition for Athletic Performance. (3)** This course explores applying effective human nutrition principles to enhance athletic performance in various sports and movement activities. Topics include dietary recommendations, nutrient requirements, performance strategies, recovery nutrition, hydration, competition preparation, and the use of ergogenic aids. Practical exercises will focus on nutrition periodization, meal planning, and diet analysis, equipping students to evaluate dietary needs for individual and team athletes.

EXSC A521 **Biomechanics/Movement Analysis. (3)** This course provides an advanced understanding of biomechanics and its application to human movement analysis. Students will explore the mechanical principles that govern motion, with a focus on kinematics, kinetics, and the analysis of complex movements. Emphasis is placed on using biomechanical tools and techniques to assess performance, identify movement inefficiencies, and design interventions to optimize function and reduce injury risk. Through laboratory experiences and case studies, students will develop the skills necessary to critically evaluate movement patterns and apply evidence-based solutions in clinical and performance settings.

EXSC A523 **Advanced Exercise Physiology. (3)** Advanced Exercise Physiology provides an in-depth examination of the physiological mechanisms underlying human performance, focusing on the muscular, cardiovascular, respiratory, endocrine, and metabolic systems. This course explores the acute responses and chronic adaptations to various forms of exercise, including endurance training, resistance training, and high-intensity interval training, with an emphasis on how these adaptations influence athletic performance and overall physical function. Special attention is given to strength and conditioning applications, addressing how physiological principles guide program design for enhancing strength, power, endurance, and recovery. Students will engage with current research and literature to critically analyze advancements in exercise physiology, including emerging topics such as mitochondrial function, neuromuscular adaptations, and hormonal regulation in response to training. By integrating scientific theory with practical application, this course prepares students for careers in sports science, strength and conditioning, rehabilitation, and exercise prescription, equipping them with the expertise to apply evidence-based physiological principles in performance optimization and health promotion.

EXSC A525 **Injury Management for Strength and Conditioning Professionals. (3)** This advanced course provides strength and conditioning professionals with the in-depth knowledge and practical skills necessary to effectively manage athletic injuries within a multidisciplinary team setting. Building upon foundational knowledge in sports medicine, the course emphasizes the role of the strength and conditioning professional in injury prevention, assessment, rehabilitation, and return-to-play decisions.

EXSC A526 **Principles of Strength and Conditioning. (3)** This course provides an in-depth exploration of the scientific principles underlying strength and conditioning practices. Students will examine foundational topics including exercise physiology, biomechanics, and motor learning, with an emphasis on their application to athletic performance and injury prevention. The course also covers the roles and responsibilities of strength and conditioning professionals, ethical considerations, and current trends in the field. By integrating theory with practical application, students will develop a strong understanding of the key components required for effective strength and conditioning programming.

EXSC A527 **Program Design as Related to Strength and Conditioning. (3)** Focusing on the art and science of program design, this course prepares

students to create evidence-based strength and conditioning programs for diverse populations. Topics include needs analysis, exercise selection, training variables, periodization strategies, and progress monitoring. Emphasis is placed on tailoring programs to meet individual and team goals, while considering factors such as sport-specific demands, training age, and recovery. Through case studies and hands-on activities, students will refine their ability to develop comprehensive training plans that enhance performance and reduce the risk of injury.

EXSC A537 **Mental Health and Sport Performance. (3)** This course examines the critical relationship between mental health and athletic performance, focusing on the psychological well-being of athletes in diverse sports contexts. Students will explore key topics such as stress management, performance anxiety, burnout, injury recovery, and the impact of mental health on athletic success. Emphasis will be placed on evidence-based strategies to foster resilience, enhance focus, and support emotional well-being in both individual and team settings. The course integrates current research, case studies, and practical applications to prepare students to identify and address mental health challenges in athletes. Students will also examine the role of coaches, sport psychologists, and support staff in creating a positive mental health culture within athletic programs. By the end of the course, students will have the knowledge and tools to promote holistic wellness, improve performance outcomes, and support athletes in achieving their full potential on and off the field.

EXSC A558 **Research Methods in Strength and Conditioning. (3)** This course provides a comprehensive exploration of scientific methodologies used to study and analyze training programs, exercise performance, and injury prevention within the field of strength and conditioning. Students will be introduced to both quantitative and qualitative research methods, with an emphasis on data collection techniques, research design, and statistical analysis relevant to athletic performance. The course will cover the process of developing research questions, formulating hypotheses, and selecting appropriate research methodologies to assess the effectiveness of training interventions, evaluate performance outcomes, and identify strategies for injury prevention. Ethical considerations in conducting human subjects research will be examined, along with the challenges of ensuring participant safety and data integrity. Additionally, students will gain practical experience in data interpretation, learning how to analyze and present findings in a way that informs evidence-based practices in strength and conditioning. Through a combination of lecture-based instruction, case studies, and hands-on projects, this course will equip students with the critical skills to design and execute research that contributes to the advancement of strength and conditioning practices and enhances the understanding of how training programs impact athletic performance and injury risk. By the end of the course, students will be prepared to critically evaluate existing research, conduct their own investigations, and apply research findings to improve training protocols and athlete outcomes.

EXSC A596 **Strength and Conditioning Practicum. (3)** This comprehensive practicum course provides students with progressive, hands-on experience in the strength and conditioning profession, integrating foundational principles with advanced practical applications. Students must secure a practicum site with a Certified Strength and Conditioning Specialist (CSCS)-credentialed supervisor to ensure competency in accordance with National Strength and Conditioning Association (NSCA) standards. Through a minimum of 100 contact hours of supervised instruction, students will engage in program design, exercise technique, client interaction, and athlete monitoring while developing essential coaching and leadership skills. Emphasis is placed on understanding the roles and responsibilities of strength and conditioning professionals, learning assessment techniques, and applying evidence-based practices. To ensure progressive skill development, students will complete a series of milestone assessments throughout the practicum, leading to independent coaching. As students advance, they will refine their coaching abilities, take on leadership roles, and develop comprehensive training programs for a variety of clients and athletes. The course also includes focused preparation for the NSCA Certified Strength and Conditioning Specialist (CSCS) exam. By the end of the course, students will demonstrate mastery of technical coaching skills, advanced program design, and critical decision- making, preparing them for professional independence in the field.

The University of South Carolina Aiken Office of the Registrar publishes the Academic Bulletin & Course Catalog annually in August.

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